A DESCRIPTIVE STUDY TO EVALUATE THE EFFECTS OF JORDAN'S 1987 NATIONAL CONFERENCE FOR EDUCATIONAL REFORM

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ABSTRACT

The focus of this study is on the goals, implementation, and outcomes of Jordan's 1987 National Conference for Educational Reform (NCER). Its purpose is to describe and evaluate the large scale attempts at educational reform in Jordan.

Evidence gathered so far suggests that techniques used in the NCER are a plausible and useful vehicle to develop effective schools; however, the implementation of such reform might not be as beneficial as Jordanian policymakers think, due to political and economic constraints, and the reformers lack of understanding schools as organizations.

The study heavily emphasizes the National Conference principles since its purpose is to measure the influence of such principles on school effectiveness in Jordan. Also, the study attempts to answer the following questions about the reform recommended by the 1987 National Conference:

Q1. What are the recommendations of the 1987 NCER?

Q2. What changes occurred in schools, teachers, administrators, curriculum, and governance because of this reform movement?

Q3. Did, or will, this reform create the condition

it sought to create?

Q4. What is left to be done?

Q5. What are the obstacles facing the National Conference reform?

Q6. What other obstacles might be faced in the future while in the process of this reform?

Q7. How can these obstacles be avoided?

Based on information gathered through the literature, observations, and interviews, the researcher believes that the NCER failed to deal effectively with most of the issues concerning real improvement in Jordan's educational system. Also, the researcher believes that the idea of pioneer schools exists only on paper and the name represents nothing more than a prestigious label. Moreover, pioneer school administrators do not know if there is any significant relation in what they do and student achievement.

The study provides recommendations to revise the National Conference reform plan. These recommendations deal with pioneer schools, evaluation and supervision, national assessment and statewide testing, instruction, system evaluation, the 1988-1998 plan, and curriculum improvement. Finally, the researcher expects that this work will encourage, stimulate, and strengthen scholarly research on school improvement and educational reform.

DEDICATION

To my parents, brothers, sister, and my wife,
Jane Bird, for being all that a family
is supposed to be.

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In the Name of God, Most Gracious, Most Merciful

This is always a difficult task for me. I am the product of the loving, caring, and nurturing of so many individuals, and I hereby acknowledge all those who have touched my life since 1958 and have educated me to be the person who I am today. This is a difficult task, also, because I am no longer sure how to thank my parents, brothers, and sister for their continuous love and financial support.

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CHAPTER ONE

Introduction

The focus of this study is on the goals, implementation, and outcomes of Jordan's 1987 National Conference for Educational Reform (NCER). Its purpose is to describe and evaluate the large scale attempts at educational reform in Jordan.

Evidence gathered so far suggests that techniques used in Jordan's 1987 NCER are a plausible and useful vehicle to develop effective schools. However, implementation of such reform might not be as beneficial as Jordanian policymakers think, due to political and economic constraints.

Many commentators believe that a crucial difference between developed and under-developed countries resides in the effectiveness of their administrative systems. Developing countries, including Arab countries, are faced with "a heavy heritage of administrative backwardness" in spite of all efforts made by those nations to set up modern administrations (El-Ghannam, 1977). Hammergreen (1983) cited in Hanson (1990) said:

> Administrative reform is defined as "planned, or at least premeditated, systematic change in administrative structures or processes aimed at effecting a general improvement in administrative output or related

> characteristics." (p. 47)

Successfully initiating reform does not come easily but instead requires breaking a complex web of political, social, cultural, and economical forces that have concurred through history to shape national institutions (Egyptian Ministry of Planning, 1983).

In a society as dynamic as Jordan's, change is continuous. Progressive reform attempts since the 1960s produced change in Jordan's society and its schools. However, all previous reforms failed to produce practical long-range strategies for actual improvement. Schools remain largely as they were with few new features such as teaching procedures, daily schedules, and personnel roles. Michael Fullan (1982) explained that "many attempts at change fail because no distinction is made between theories of change (what causes change) and theories of changing (how to influence those changes)" (p. 7). Also, a partial explanation for this failure is that Jordanian reformers did not recognize schools as organizations. Furthermore, Fullan (1982) addressed the issue of understanding educational change and said,

> The failure of educational change may be related just as much to the fact that many innovations were never implemented in practice (i.e., real change was never accomplished) as it is to the fact that societal, political,

> and economic forces inhibit change within the educational system. (p. 12)

Jordan's culture, norms, values, and economic and political systems are too complicated to deal with in one national conference. All those segments are exclusively condensed in schools. For this reason, reformers must be well-trained and experienced in the social creation of organizations before advocating any changes. Bolman and Deal (1984) said:

> Organizations are complex for a number of reasons. First and foremost, they are populated by people, and our ability to understand and predict human behavior is still very limited. Second, the interactions among different individuals and groups can be extremely complicated. . . . Large organizations include a bewildering array of people, departments, technologies, goals, and environments. Almost anything can affect anything else, and it is often difficult to know <u>what</u> happened, much less <u>why</u>. (p. 11)

Holmes and Wynne (1989) explained that principals should be program leaders so they can direct any change or innovation to the best interest of school organization. This requires dealing with empirical evidence, continuing evaluation, professionalism of teachers, widespread consultation with all who are involved in education, and clear and precise goal setting. Ultimately, principals are government employees who do what they are ordered to do.

Centralized decision-making always has been common

in Jordan. The Ministry of Education (MOE) is in control of all decisions concerning public and private schools in the country. Thus, local or lay control of schools was never implemented or even thought of as an alternative to the MOE. Although the decisions were made in the MOE, there was never consistency in these decisions. The reason for this inconsistency is primarily due to the fact that the Minister is usually solely responsible for those decisions and as the position is frequently filled by a new person, so are decisions and policies regarding schools frequently changed. Miles (1964) explained that intelligent innovation and its adaptation are much more dependent on systems than on persons. Based on Miles' view, Jordan's educational system clearly should depend on a solid system rather than on individual Ministers who usually have never been in schools as teachers or administrators. In addition, Miles (1964) asserts that it is important for an organization's health to have communication adequacy--that information flows without any deformation--and to have power equalization where everybody works toward achieving the goals.

The problems of education in Jordan are identified as (a) lack of teacher, administrator, and parent participation in decision-making, (b) the need to change

school curricula to best fit students' needs, (c) improving the school climate and school buildings, and (d) low level of professionalized teaching and teachers (Personal interviews). However, reformers ignored the fact that to overcome such problems, the reform should seriously consider educational change at the local level. As a first process for change, Marburger (1985) advocated school based management and formed the following definition:

> School based management is a decentralized form of organization in which the power and the decisions now made by the superintendent and school board are shared with those who know and care most about the excellence of the education students receive--the teachers, the principal, the parents and citizens, and the students at each local school. (p. 26)

The reason for the need of school based management reform is because this reform reorganizes a school district's decision-making structure so that a significant number of decisions that directly or indirectly affect the education of children are made at the level of the local school. Berman, McLaughlin, and associates cited in Fullan (1982) addressed the issue of sources of educational change in their study of U.S. federally sponsored educational programs. From studying 293 change projects, the researchers found that:

> School district decisions to engage in particular reforms were of two types: Those reflecting opportunism, in which districts were motivated primarily by the desire "to reap federal funds," and those characterized by problem-solving, in which the main motivation emerged in response to locally identified needs. (p. 17)

Education reformers in Jordan have to believe that each district and each school within that district is unique.

Findings of a detailed survey by E. Tarawneh (1990) about attitudes of high school students, teachers, principals, and other administrators toward public high school education indicate that all groups of respondents rated teaching performance as above average, teachers' jobs were more difficult than they were ten years ago, and their salaries were too low. Respondents thought that teachers should be paid more and according to quality of their work. In regard to Jordanian schools, respondents rated them as above average but did not think that schools had shown improvement over the past ten years. School problems, however, were reported as (a) lack of proper facilities, (b) lack of discipline, and (c) lack of parent concern. The study also showed that respondents were somewhat in favor of giving principals and teachers authority to determine curriculum and decide who should teach in their schools. Additionally, respondents agreed to having parents

participate when changing the high school curriculum, and that schools and parents should be jointly responsible for disciplining students. However, they disagreed on having each governorate determine its own educational program, and said the MOE should choose the curriculum for the whole Kingdom (Tarawneh, 1990). Taking the results of the previous survey into consideration, one would argue that reformers attempts in the early 1980s failed to improve the quality of education as they promised.

The decline of Jordan's education and lack of appropriate training assured the necessity for comprehensive assessment of the educational system. The education and training system has well served interests of the country in the past, and has expanded rapidly to a point where enrollment is among the highest in the world. Also, the inevitable adverse effects on the economic climate, both at home and abroad, and the ever-increasing use of technology in all aspects of life have contributed to the need for a comprehensive reform of the educational and training system.

Realizing the necessity for a comprehensive assessment of the educational system, King Hussein called for the launching of a national program for educational reform in His Majesty's Royal opening of

the National Assembly in 1985. His Royal Highness Crown Prince Al-Hassan took a keen interest in this suggested program and supervised a coordinated national plan to conduct a comprehensive review of the educational system and propose changes that can make the system more relevant to national development needs (MOE, March 1990).

Consequently, the government of Jordan has committed itself to reconstruct and modernize the entire educational and training system and to realize the vision of educational reform. The government sought open discussion with the public to address all reform variables. To achieve this, it sponsored five television programs which featured Crown Prince Hassan, the Prime Minister, the Minister of Education, and other ministers from the Cabinet (Teacher's Message, 1988). However, this commitment may backfire on the suggested reform. Fullan and Stiegelbauer (1991) explained the hyperrational and faulty assumption about change as follows:

> Strong commitment to a particular change may be a barrier to setting up an effective process of change, and in any case they are two quite distinct aspects of social change. The adage "Where there's a will, there's a way" is definitely not an apt one for the planning of educational change. There is an abundance of wills, but they are in the way rather than pointing to the way. (p. 95)

To translate the commitments into action, the MOE, as the principle authority responsible for school education in Jordan, prepared the "National Report on Educational Policy" and sponsored the National Conference for Educational Reform (NCER). This conference was held on September 6, 1987 under the patronage of His Majesty King Hussein, who proclaimed the four major principles of the educational policy for Jordan as follows:

1. Faith in God, belief in spiritual values, and recognition of the role of science, and respect for work.
2. Keeping a well-balanced harmony between the patriotic and national identity on one hand, and the conscious openness toward the contemporary world culture on the other.
3. Maintaining balance between national resources and population growth.
4. Adapting to the changing requirements of the present and future as well as developing a national capacity to meet those requirements (Teacher's Message, 1988).

To achieve the fundamental reform objective of enhancing student achievement, the conference

recommended that changes should adhere to the seven areas identified in the following section. Those principles, and their impact in creating effective schools in Jordan, will be discussed in the following chapters.

Purpose of the Study

"The focus of debate about educational opportunity needs to be shifted from educational opportunity as access to more education to educational opportunity as access to better education for more people" (Lilly Endowment, 1987, p. 1). Reading this quotation recalls the 1987 National Conference for Educational Reform (NCER) which emphasized the need for quality education and the improvement and organization of educational programs. Hall (1970) cited in Contreras (1988) said:

> The criticism and demands, many of them conflicting, leveled at public education, leave many educators in a quandary. While our schools are recipients of almost every conceivable prescription for reform, it seems that education is characterized by a cyclical process of one series of prescriptions following a prior set of prescriptions to do or undo whatever schools are not doing or doing. (p. 399)

Wherever changes are occurring, such as in Jordan, education is affected regardless of the nature of the

changes taking place. Jordan finds itself under pressure to implement a large number of changes as rapidly as possible. Since a good portion of responsibility for the success of the changes falls on the school system's ability to provide personnel who are prepared for these changes, attention is given to how the school system can best meet the challenge.

The major purpose of this paper, however, is to investigate the 1987 NCER in reference to the seven areas of recommended change: educational structure, educational policy, educational administration, curricula and text books, school-plant facilities, technology of education, and the role of universities in general education (Educational Reform Documents). Also, there is an investigation into the impact the above mentioned areas have on the creation of effective pioneer schools in Jordan.

To achieve this purpose, the study attempts to answer the following questions about the NCER:

Q1. What are the recommendations of the 1987 NCER?

Q2. What changes occurred in schools, teachers, administrators, curriculum, and governance because of this reform movement?

Q3. Did, or will, this reform create the condition it sought to create?

Q4. What is left to be done?

Q5. What are the obstacles facing the National Conference reform?

Q6. What other obstacles might be faced in the future while in the process of this reform?

Q7. How can these obstacles be avoided?

In order to procure answers to the above questions, the study has reviewed the 1987 NCER, and the October 25, 1988 meeting about pioneer schools, as well as conducted interviews, observations, and a questionnaire survey administered to public and private schools in the Amman governorate.

Reviewing the National Conference's recommended educational reform helps to better understand what quality education is in the eyes of educational reformers in Jordan. Stalling (1986) quoted in Contreras (1988) said:

> It may be that quality education is schooling that effectively develops meaning and connections of ideas in the minds of students. This is done through information, questions, activities and assignments that stimulate thinking and develop problem-solving skills so that knowledge gained is usable. (p. 400)

In addition, the review clarifies the way educators value students' understanding of relationships, grasp of concepts, and use of ideas in the years to come.

Significance of the Study

In the article "Inequality and the School Administrator," published in The Urban Review, John Lane (1983) cited the following quotation from Michael Crozier:

> The educational system of a given society reflects the society's social system, and at the same time it is the main force perpetuating it. It may be perceived as the most powerful means of social models of social control to which individuals must submit, and as one of the most universal models of social relationships to which they will refer later. (p. 177)

This study is expected to be useful to the Ministry of Education and the Ministry of Planning. Hopefully, it will help the MOE to fulfill its responsibilities in understanding the needs of students and teachers, reviewing the curriculum, and meeting challenges with confidence and effectiveness. In addition, it is expected to be beneficial to the educational leaders in Jordan as well as to its teachers and students. Therefore, the focus of reform in this study is based upon the multitude of reports and related documents that have been researched by the author. After which, recommendations to help build effective pioneer schools are provided. These recommendations are based upon the empirical evidence about effective school research,

Jordanian pioneer school literature, and the 1987 National Conference for Educational Reform in Jordan.

Also, the study provides empirical evidence about the 1987 National Conference reform movement and its implementation in the field. Finally, the researcher expects that this work will encourage, stimulate, and strengthen scholarly research on school improvement and educational reform.

CHAPTER TWO

Development of the Educational System in Jordan

Introduction

Jordanian educational institutions achieved significant progress during the past four decades. On October 25, 1988, the Minister of Education, Mr. Thogan Hendawy, chaired a meeting about pioneer schools in Jordan. He addressed the participants saying that Jordanian education is characterized by building schools in the 1950s, improving curriculum and school books in the 1960s, expanding and increasing the quality of education in the vocational stream in the 1970s, and emphasizing educational administration and organization in the early 1980s (Teacher's Message, 1989). In addition, Dr. Sa'eed Al-Tel said that the 1980s were characterized by emphasizing the development of quality education based on the principles mentioned in Educational Law No. 16, 1964 and Educational Law No. 27, 1988 (Curriculum Department Document).

Official Ministry of Education documents reveal that the most significant aspect of educational plans of the 1980s could be the overall comprehensive assessment of the educational process that led to the

First National Conference for Educational Development in September 1987 (MOE, 1989). It is important to realize that as a result of Jordanian educational development plans, the number of students enrolled in the compulsory cycles increased, open admission for higher education was established, and the gaps in general education between rural, urban, male, and female education were closed.

The MOE documents show that progress in education produced quality graduates to work in Jordan as well as in the neighboring Arab Countries. In return, this helped to develop the country's economic and social systems (Report of Education Policy Committee, 1988).

However, educational development in Jordan carried with it some negative aspects that affected the system later on. Questionable educational development plans left the door open for students to be enrolled in the secondary education cycle and in the higher education institutions without establishing any procedures or guidelines to control, supervise, and organize schools. The Committee of Educational Policy reported that the increased admission caused a decline in educational quality and produced higher jobless rates between community college and university degree holders, especially between those who held degrees in medicine

and engineering (Unpublished Government document).

Historical Overview of Education in Jordan

As part of the Arab world, Jordan came under the influence of numerous waves of invaders and rulers such as the Crusaders and the Roman, Persian, Ottoman, and British Empires. Each wave brought with it highlights of each civilization in fields such as bureaucracy, administration, architecture, religion, and education (Massialas & Jarrar, 1983). Massialas and Jarrar (1983) explained that the educational systems in the Arab world were copied from foreign models with little, if any, consideration of the local needs, way of life, or their level of development.

However, the main characteristics of Arab Education during the Ottoman rule are best summarized by Massialas and Jarrar (1983), as follows:

> The main characteristic of Arab education during the Ottoman rule was the emergence of the three-tier system. The first was the elementary schools, which were composed mainly of the Kuttabs or Koranic schools. . . . Curriculum in the Kuttabs consisted mainly of memorizing and reciting the Koran, writing, and arithmetic. The second level of schooling was the madrasas, the colleges or academies. Here the student had to study ten subjects that constituted the curriculum that was mainly centered around religious themes . . . The madrasas taught Arabic

> literature, grammar, mathematics, astronomy, and natural sciences. . . . the third level of education [was] higher education. (p. 16)

After the Ottomans were defeated in World War I, Jordan was put under British Mandate. Also, in the period of time between the two world wars, Britain influenced and controlled the educational system, curricula, teaching methods, and examination system (Massialas and Jarrar, 1983). Moreover, from examining the literature, one would find that schools in Jordan, under the British rule, were designed to attend to the needs of the children of the elite. Therefore, the structure and organization of the schools, as a whole, discouraged attendance. The British system, however, was selective itself; pupils were admitted to most schools according to the results of an entrance examination (Curtis, 1952).

Before World War II, there were only a handful of schools throughout the whole Kingdom of Jordan for a small proportion of its children. There were a number of grammar-type high schools in Salt, Amman, Irbid, and Karak to serve the whole country at the secondary level by the time Jordan gained independence in 1946 (Jaradat, 1979). By the end of that decade, the number of schools had increased, but only four schools were of a higher level. Also, by that time, education was provided

for girls. It was during the early 1950s that a decisive position was taken for the expansion of education in Jordan (Jaradat, 1979). Besides standard government schools, there were other institutions that should be mentioned, such as agricultural schools, the Muslim Brotherhood schools for boys and girls which were opened in 1950, and in 1965 the local Communist party's school for students of all ages (Peter Guser, 1973).

The years after 1950 were a turning-point in the history of Jordan. It wasn't until then that the early attempt at education bore fruit and administrative positions were filled by Trans-Jordanians in significant numbers (Guser, 1973). However, education was controlled by many political factions which made it very difficult to establish comprehensive educational policies. Of the 25 ministers who took office in the MOE between the years of 1950 and 1967, only five ministers were educators (Ministry of Culture and Information, 1971). Therefore, educational decisions were based on political agendas which produced unstable and unplanned policies.

Attempts at cooperation and standardization in the educational system of the Arab world have been taking place since the establishment of the Charter of the

League of Arab States in 1954. In 1957, a cultural unity agreement was signed by Egypt, Jordan, and Syria, aiming at unifying the educational system in the three countries in order to meet their developmental needs (Massialas and Jarrar, 1983). The agreement addressed the issue of successful completion of the three school levels, six years in the elementary level, three years preparatory, and three years secondary. Additionally, it addresses the necessity of passing an entrance examination if a student sought admission into an institution of higher learning.

The educational system of Jordan currently follows principles established by law in 1964 and revised in 1988 with Law No. 27. Education is compulsory for nine years (now revised to 10 years), free to all students, and available equally to both sexes and all religious groups (MOE, 1977, 1992). The MOE is the final authority on all major educational decisions. Curriculum and textbooks are also prescribed and distributed by the MOE to be used by all schools in the country--both public and private. The MOE also recruits all public school teachers through the Civil Service Commission. Moreover, the MOE creates and administers public examinations at the end of the twelfth grade. Educational television programs also

are provided as a means of helping students to study for this exam (MOE, 1971).

During the years 1967 to 1977, the situation was different. The King ordered the establishment of continuity in educational policies. From 1965 to 1977, the Cabinet of Ministers was changed 16 times. On two occasions the position of Minister of Education was filled by men outside the field of education, and 10 times the same Minister, Thogan Hendawy (an educator), was chosen for the position. The other four ministers were educators as well (Ministry of Culture and Information, 1977).

For the 1980s, the emphasis was on quality education and educational administration. The only thing worth mentioning about this period of time is the First National Conference and the new Educational Law No. 27, 1988. The National Conference is addressed in a following chapter of this study; while Law No. 27 is addressed in the section on educational philosophy.

Educational Administration

Administrative Organization and the Structure of Education:

Administration of the Ministry of Education is both

centralized and decentralized. It is centralized in the sense that the MOE retains final authority on all major educational decisions and is decentralized in the sense that Jordan is now divided into twenty-one districts of education, called directorates. Each educational district has a director who acts as the educational and administrative head of the directorate. This director makes many decisions without reference to the MOE. Also, each district has its own technical supervisors (inspectors of education). In addition, a number of locally supervised and administered educational activities are planned through the local district education committee (MOE, 1977). See Appendix 1.

The central office of the MOE consists of at least twelve directorates (General Education, Cultural Relations, Vocational Education, Personnel, Educational Planning, Examinations, Curriculum, Teacher Training and Certification, Public Relations, Education and Teacher Housing, School Building, and Physical Education). Each of the directorates is responsible for some centrally organized aspects of education in Jordan (MOE, 1977). See Appendix 2.

The Under-Secretary, under the supervision of the Minister of Education, is directly in charge of the organization of the MOE and the implementation of its

policy. The Under-Secretary is helped by the heads of all directorates.

A key role in the MOE is played by the General Education Committee whose members are the Minister of Education (acting as chairman), the Under-Secretary, and all heads of each directorate. The committee supervises all educational projects of the MOE, approves general policy to be followed by each directorate, plans administrative organization of the MOE and educational districts, prepares draft laws, regulations, and directives that will govern the smooth functioning of all activities of the Ministry, and supervises public examinations and all educational publications including the Educational Journal (MOE, 1977).

In 1980, new factors and variables called for developing educational administration so as to keep up with recent developments in the society and to efficiently employ the potential of Jordan's manpower and material resources. The system of administrative organization for the MOE No. 89 was issued in 1980. The regulations of this law classified educational authority under the following levels:

1. The national level (center). This level consists of the Council of Education and is responsible for the national policy of the educational system.

2. The level of the directorate (department). This level manages the educational affairs of the region or governorates through a local council for education.

3. The local level (office). This office directly supervises educational institutions.

4. The executive level (school). The school carries out the educational process under the supervision of the above-mentioned levels (Jaradat, et al., 1987).

However, the minister who established this decentralized administrative organization was succeeded by another who disapproved this system and established his own (MOE, 1987). This new system canceled the general departments and established educational directorates in each governorate. The director of this office enjoys the power of deputy of the minister in his region. Five months later, this system was abolished and a new system was established. The system of Administrative Organization No. 76, 1986 required the establishment of general directorates of education in the Ministry and maintained the directorates of education in the governorates. The General Director and the Director of Education are linked with the Deputy of the Minister of Education (MOE, 1976-1986).

The frequent and abrupt changes of the ministers of education and organization led to a state of instability in the general policy of the Ministry in regard to issues such as the preparatory stage examination and the general departments of education (MOE document, 1987). For example, in 1944/45 the MOE first applied the elementary stage examination which was summarily abolished in 1952/53. In 1954/55, the elementary stage was increased to six years instead of five. The admission test for the first preparatory class was applied for the first time and continued until 1959/60, when it was abolished (MOE, 1976-1986).

Further, the preparatory certificate examination was applied and canceled several times. The examination underwent the following changes:

1. 1961-69: approved and administered.
2. 1970: canceled.
3. 1971-75: re-approved and administered.
4. 1976-84: canceled again.
5. 1985-88: re-approved and administered.
6. 1989 to the present: canceled (MOE decisions concerning the preparatory certificate examination).

This fluctuation in the major decisions of the Ministry indicates that those decisions were made by

the Minister himself, who rarely consulted the experts in the field or in the Ministry. Further, the same people who were asked by one minister to justify the cancellation of the exam were asked by a succeeding minister to justify the re-application of the same test (Personal observation).

The school and general examinations are among the major weaknesses of the educational system in Jordan in the last three decades. At the end of the secondary stage, students of all school cycles sit for the secondary stage general examination. Following the introduction of the semester system in 1980, the exam is held twice a year, once at the end of the first semester and again at the end of the second semester (Report of Educational Policy Committee, 1986). These exams are traditional and outdated and have caused negative effects on students, their parents and society in general. The examination period has become known as the time of anxiety, pain, suicide, and sickness (Ahmmad Khateeb, 1989).

Undoubtedly, the decision of the Minister of Education to allow students to re-take any part of the examination the following year was a major step to reduce the negative aspects of the exam. However, the decision did not change the essence and nature of the

examination (Al-Ra'i, 1989).

Despite the great effort exerted to develop educational policy in the last three decades, the educational administration still encounters a number of problems such as the shortcomings of educational regulations and laws to deepen and apply the concept of decentralization in educational administration, and the modernization of the administrative concepts and practices so as to move from the management of daily affairs to the administration of planning (MOE, 1986).

Curricula and Textbooks:

The steps and procedures made by the Council of Education and the Curricula Department in 1977 are among the prominent features of developing the curriculum in its modern concept and its various educational dimensions. This development involved defining the curriculum as "all the educational experiences needed to develop skills and expand knowledge and promote desired attitudes that help to accomplish the general goals of education and the specific objectives of each subject. These experiences include in-class activities and all types of activities the students do outside the classroom, provided that they are planned for and supervised" (MOE, 1977).

Despite the improvement made in 1977, curricula still have drawbacks:

1. The lack of connection between curricula and the specific educational objectives for each stage of schooling.
2. The poor relationship between curricula and the needs and prospects of society.
3. Vagueness of the values that need to be inculcated in the minds of the students.
4. Curricula do not keep up with the technological revolution.
5. Vagueness of behavioral and emotional objectives that curricula seek to accomplish.
6. Curricula do not highlight general and specific teaching methods and techniques.
7. Emphasis is given to memorization of facts and information without inclusion of skill building techniques.
8. Curricula do not take into account abilities of the teachers and their psychological needs for the teaching-learning process.
9. The lack of connection between the curricula of various subjects in the same stage and between the curricula in consecutive stages (Report of Educational Policy Committee, 1986, p. 79-80).

The Board of Education

The Minister of Education is also the chairman of the Board of Education. This Board was established in 1969 to ensure the stability and continuity of the general policy of education and smooth running of the educational system. The Board is composed of sixteen members who represent both the public and private sectors of the society (MOE, 1980).

The Board offers recommendations regarding implementation of general education policy, studies the annual budget of the MOE, and presents and offers its recommendations and advice to the Ministry on the establishment of new educational institutions. The Board has full authority in making decisions related to curriculum development as well as revision and production of textbooks (MOE, 1971).

It seems that Jordanian policymakers adapted the concept of the Board of Education from the United States. However, they forgot that the United States implemented this concept at the local school level as well. It is safe to say that the Board of Education is just a rubber stamp for the Minister of Education's decisions. In order to establish such a board, the concepts of decentralization and school based management must be understood and implemented in Jordanian schools.

Also, the board members should be elected by the public or educators, not hired by the government as is the case in Jordan.

Financing of Education:

Education in Jordan is free and compulsory in the first ten grades, and it is free in both types of secondary education: general and vocational. Education is also free in all teacher training institutes and the prestigious institute of agriculture. Furthermore, boarding students, in secondary vocational schools and higher educational institutes, do not pay any fees (MOE, 1980).

Textbooks are distributed to students in elementary and preparatory schools free of charge and in secondary schools at a nominal price in order to cover the cost of printing. Nevertheless, students are asked to contribute a nominal sum of money to the schools' funds, not exceeding three dollars per year. Students from poor families are exempted from this fee. A study of the annual budget of the MOE in the last few years shows a steady increase in the expenditure of education as a result of the growing consciousness of the importance of education and the increasing public demand (MOE, 1980), see Appendix 3.

Finally, financing education is one of the greatest obstacles to achieving the National Conference goals and supporting the new reforms. The MOE still depends on the international banks to finance a large part of its educational development plan for the years 1988-1998, which is estimated at roughly 249.4 million Jordanian Dinar (J.D.)--comprised of 146.4 million J.D. from the country's budget, local loans and grants and 103 million J.D. from the international bank (Educational Development Plan 1988-1998).

The most surprising aspect is that the MOE is still borrowing from abroad in spite of Jordan's national debt of 8.1 billion J.D. and declining economy for the past 10 years (Fahad Al-Fanek, 1989). It is important to note also that the average cost of educating each student is 103 J.D. as of 1983. The general educational development plan is asking to justify the expenditure without touching the quality of education. How this can be achieved is a question no one can answer but the MOE.

Philosophy and Goals of Education

The philosophy and goals of education appeared for the first time in the Law of Education No. 16, 1964.

The same philosophy and goals were further developed in the Law of Education No. 27, 1988. The philosophy of education can be defined as a set of guidelines for education in all its forms whether they are traditional or non-traditional. In addition, this philosophy is also a set of thought foundations that determine the educational policies, programs, activities, trends and content of curricula, strategies of learning and teaching, evaluation, and the general framework of the educational system (MOE, 1977).

The philosophy of education is part of the general ideology that the government defined to the society. This belief system is compatible with the values, ideals and political, cultural, and social aims of the country (MOE, Unpublished documents). The philosophy of education is an extension of the ideology of the community in its view towards man, the universe, life and knowledge (Al-Tel, 1983).

One of the foundations of the Jordanian philosophy of education is the democracy of education which means that schooling is for all people regardless of their sex, abilities, race, color, or religion. This ideology recognizes humankind's dignity and respects the individual's will and right in determining one's future by specializing in one's chosen field. Also, the

function of educators, according to this philosophy, is to help every individual make the best use of his or her abilities (Al-Tel, 1983).

The philosophy of education derives its foundations and goals from those of the country's constitution and from the experiences and nature of Jordan. Those foundations are based on the belief in Allah (God), the best ideals, the unity of the Arab nation, and sovereignty and independence of the Hashemite Kingdom of Jordan. These foundations also state that the government system is monarchical and parliamentary (Education Law, 1964).

The Law of Education No. 16, 1964 also specified objectives for the primary and secondary stages and community colleges as well. These goals called for preparing good citizens through specifying the concepts, skills, habits, trends, and values that need to be developed in the present and future citizens of Jordan. The goals specified the appropriate requirements for each stage (Arab Organization for Education, Culture, and Science, 1983).

The only modification that took place in the Law of Education No. 16, 1964 is the temporarily amended law No. 27, 1988. This new law states that the philosophy of education in Jordan is derived from the

country's constitution, the Islamic and Arabic heritage, the principles of the Great Arab Revolt, and the Jordanian national experience. This ideology is manifested in the mental, national, human, and social foundations that are stated in the third article of the law. Also, the fourth article of the law includes the general goals of education in the Kingdom that demands the preparation of the good citizen who believes in Allah and one's nation. A good citizen is also characterized by having good manners and an integrated personality--in mental, physical, emotional, and social capacities. Several other characteristics of a good citizen were also specified as the ability to use Arabic fluently, understand the elements of Jordan's heritage, comprehend Islam as a religion and as a way of life, keep up with modern technology, and conduct research in accordance with the procedures of the scientific method (Educational Law, 1988).

CHAPTER THREE

Principles of the 1987 National Conference For Educational Reform

Introduction

Jordan has always been involved in educational and economical plans to develop and better serve itself. However, it has failed to accomplish some plans, such as the Educational Operation Conference of 1980 and the Educational Development Plan of 1986-1990, which was frozen due to economic and political reasons (T. Ibadat, personal interview, March 1992).

Realizing the need for comprehensive reform, Jordan has made education a national priority. Through the 1987 National Conference, educators and reformers have put together plans of reform based on educational principles and methodology in light of the priorities as well as educational goals (Jaradat, personal interview, March 1992). To put these plans into practice, the government established a committee to follow up on the conference recommendations. Then, the government requested the Ministry of Planning to collaborate with the World Bank and other sources to finance the educational plan (Farah, personal interview, March

1992). Fullan (1982) explained that the availability of government or other funds is one of the factors affecting educational change adoption. He explained that districts do not have adequate resources to implement major changes. Thus, districts seek external funds to solve some of their local problems or to attempt change where it is needed.

The World Bank sent various missions to Jordan during 1988 and 1989 which resulted in establishing the sectorial project for educational development; this project is the implementation process of the 1987 National Conference. Many government and private sectors pledged monetary funds to support this educational plan, including donations by the World Bank which, together, comprised the total finance of the plan. The cost was estimated to be 909.6 million U.S. dollars. The plan was divided into three stages: the first stage starts in 1989 and ends in 1992. The cost of this stage was estimated to be $253.4 million. From this cost, the World Bank covers $67 million, Japanese OECF loans cover $80 million, and the British ODA loans cover $1 million. The second stage starts in 1993 and ends in 1995. The last stage starts in 1996 and ends in 1998 (Kamal Abu-Samahah, 1989).

The plan's goals are to improve student

achievement, improve the quality of education, and provide qualified and trained personnel for the Kingdom in order to reach the expected level of self-sufficiency in technology. Finally, this plan is characterized as practical, flexible, and capable of being financed (The National Center for Research and Educational Development, 1991).

Principles of the National Conference Reform

His Majesty the King proclaimed four major principles of the Jordanian national educational policy. These principles, which are mentioned in Chapter One, set the stage for the National Conference.

The reform program aims at raising the quality of basic and secondary education to give Jordan skills and knowledge to develop its domestic technological capacity and maintain its comparative advantage in region-wide labor markets. To achieve the fundamental reform objective of enhancing student achievement, the reform focused on the seven areas of recommended change that are mentioned in Chapter One and detailed in the following sections.

Educational Policy

The conference recommendations reveal that the new educational policy should consider reconstructing the school system and improving the quality of teaching and learning. Also, the recommendations should focus on creating a more democratic educational system, improving content of education, strengthening the role of society in education, and modernizing the philosophy, aims, goals, and objectives of education (The First National Conference documents). Jordanian educators and policymakers believe that the objectives in educational policy emanate from the philosophy of education and are manifested in bringing up a citizen who believes in God, is affiliated with his country, is endowed with human virtues and perfections, and has a fully developed personality (Educational Act No. 27, 1988).

Educational Structure

All requests by the National Conference have been implemented. The educational system in Jordan now takes into consideration three levels of education. First, pre-school education (kindergarten) lasts two years, beginning at age four to six. The second level is the basic and compulsory education for ten years (ages 6 to 16). This stage is compulsory and free

in government schools, according to Article 9 of the provisional Education Act No. 27, 1988. The major developmental procedures of the plan for basic education are: (a) enhancing vocational education in the study plan to link education with life, (b) facilitating educational activities to help the student grow socially and be able to exploit scientific information for practical skills, and (c) preparing qualified teachers to modify their specializations with the new study plan through the teacher certification program. The third level is the secondary education for two years (ages 16 to 18) based on comprehensive education and apprenticeship (National Conference documents).

Educational structure should include generalizing basic education with emphasis on quality education, which is something that is always talked about but never put into practice. The reform also did not include instruction for gifted students and disabled learners through special education programs. The reformers have forgotten that promoting educational programs, promoting voluntary activities, developing students, and promoting teacher-parent interaction would help to improve the quality and structure of education. Finally, the changes that took place in the area of educational structure are nothing but

redundancy of what has already been addressed in the new law (Personal observation).

Curricula and Textbooks

The conference participants recommended that the new curricula and textbooks should emphasize the inter-disciplinary approach, allowing for excellence in academic work, improving problem-solving skills, and encouraging critical thinking and analysis. Texts should be prepared on an institutionalized basis through experimentation and evaluation before distributing them to all schools (National Conference documents).

At this point, it is fair to say that the MOE put sub-plans in place to implement the conference recommendations concerning curricula. Also, the Ministry began to implement teaching computer science in 1984/85 at Grade 10 of the basic education stage, which goes along with the new reform recommendations. Moreover, in order to achieve the desired outcome from educational development and innovation, three learning resource centers have been established (MOE documents, 1992).

Dr. Al-Nahar explained that there are numerous problems facing the implementation of the curricula plan according to its time parameters, such as economic

constraints and unrealistically high expectations to produce the texts in such a short period of time (Personal interview, March 1992). The MOE documents reveal that, in fact, some problems facing curricula and textbooks are related to authors and presses. Authors do not meet the more stringent standards of school books and presses either are ill-equipped to do the job or do not follow the technical typing conditions that are agreed upon in the contract (Follow up and Development Division in MOE, 1992).

Technology of Education

The 1987 Reform documents reveal that in addition to computers, audio-visual equipment is being used in the teaching-learning process. Video and recording tapes and educational material have been produced to meet the needs of curricula and textbooks and to train teachers through the distance education process (Unpublished Reform documents). Fullan (1982) explained the meaning of educational changes in the following quote: "Many innovations entail changes in some aspects of educational beliefs, teaching behavior, use of new materials, and more. Whether or not people develop meaning in relation to these aspects is fundamentally the problem" (p. 33). Hopefully, this technology will

improve the quality of structure and be reflected in student performance.

This program, however, has various obstacles blocking the planned achievement. Two major problems exemplify the difficulty in achieving such reform in a country such as Jordan. These are lack of trained personnel to produce educational programs for radio and television stations and lack of financial support of all educational technology programs (Follow up and Development Division in MOE, 1992).

Teacher-Education Effectiveness

National Conference documents reveal some progress in this area; however, the other elements of the total plan may need more time than is already scheduled. The MOE established The Higher College For Teachers with branches in Amman, Irbid, Karak, and Ma'an. By 1992, this college will qualify 3,140 teachers, who only hold community college degrees, to earn their first bachelor's degree. Also, the plan is to enroll 319 teachers to earn bachelor degrees, 842 teachers to earn Higher Diplomas in education, and 63 supervisors to earn Master and Ph.D degrees from Jordanian universities. Additionally, the Ministry formed the national team for training and specialized committee

to produce the new curriculum (Farah, unpublished document).

This area of improvement touched on an important element in the educational operation to create professional and effective teachers. The problems facing such programs are basically lack of teacher motivation to enroll in such programs and lack of research-based information on how many teachers are truly needed in each area or subject (Personal interviews, March 1992).

Educational Administration

One of the recommendations of the National Conference on Educational Development called for strengthening the administrative leadership concept. The Committee of Education approved recently the competencies that a school principal should have, which are: planning, human relations, training, counseling and guidance, decision-making, supervision, evaluation, administration, and personal character. No new principals would be appointed unless they hold at least a baccalaureate degree (Development of Education in the Hashemite Kingdom of Jordan, 1988/89).

Strong leadership and structural leadership are important concepts for policymakers to understand.

These two concepts, in school administrators, may help to create an effective system. Fullan (1982) explained that "central administrators are often powerful advocates and can sponsor or block adoption of change programs" (p. 45). The question which remains unanswered is whether this reform would create strong leadership and effective schools.

School Plant Facilities

This program aims at providing the appropriate school building and facilities necessary for an effective teaching-learning process through achieving the following objectives: (a) trying to solve the problem of rented premises and double-shift schools, (b) taking the necessary procedures for land acquisition and appropriation, and (c) providing for existing "owned" schools with the required facilities--libraries, laboratories, workshops, playgrounds, and so forth (Development of Education in the Hashemite Kingdom of Jordan, 1988/89).

In the Higher Council for Science and Technology (HCST), the researcher met with Dr. Taiseer Al-Nahar whose responsibilities include following up on the implementation of the National Conference recommendations. Dr. Al-Nahar explained that the plan

is to build 200 schools for the years 1991-1994. However, due to many factors, the plan was postponed twice and there is no way to produce half of the schools called for in this plan by the due date. The difficulty, for example, lies in the inability to implement the plan when there is not enough money to do the job, when there is no accessible land on which to build schools, and when blueprints are not ready.

The Role of the Universities

The focus here is on pre-service and in-service teacher-education programs, especially on certification and training. In addition, the universities should be conducting applicable research evaluation, as well as providing technology of education. These procedures have been established and implemented (MOE documents, 1992).

CHAPTER FOUR

Effective School Research

Introduction

This chapter is devoted to the literature regarding effective schools to find the relationship between what has been written about effective schools in the United States and the Jordanian pioneer schools. Therefore, this chapter is mainly concerned with the theoretical formulation of what an effective school is and the most important component necessary for a school to be effective, which is strong leadership. The researcher is concerned in theoretically applying the effective school environment and structure to the Jordanian schools and come up with an effective school model valid to Jordan's culture and environment.

What is an Effective School

Much of the recent news and research concerning American public schools has been negative and discouraging. Test scores are low, vandalism is on the rise, drug abuse is increasing, teachers themselves lack basic educational skills, and some high school

graduates cannot read or write. In a 1987 Gallup Poll, only 25% of the respondents said that public schools have improved over the last five years, while 36% said that schools have stayed the same, and 22% said that schools have gotten worse (Gallup, 1987, p. 18). Both the public and people involved with public schools seemed baffled and powerless. Research on effective schools, however, supplies good news. Teachers and administrators can have an impact on their schools for the benefit of students (Commission of Excellence in Education, 1983).

When the different pieces of research were compared, similar findings began to emerge. Effective schools had specific aspects in common. A partial list includes: (a) a highly visible principal, (b) adept parent and community relations, (c) teachers who understand the principles of learning, (d) lower absenteeism, (e) clear and consistent discipline, (f) few classroom interruptions, (g) cooperative families, (h) adequate facilities and materials, (i) clear objectives, and (j) parent involvement (Henson, 1988). Donald Thomas and Lavar Sorenson (1983) defined effective schools as having "high achievement, high motivation, and high regard for justice. In such schools students learn academic subjects. They also

learn responsible leadership" (p. 39).

Thomas Curran (1983) visualizes the effective school as "a purposeful organization whose members seek, through common effort, to achieve established goals" (p. 73). Further, Greg Druian (1986) defines the term 'effective' as referring "to schools where there is satisfaction on the part of parents, pupils, and educators that the pupils are learning what they need to learn" (p. 5). In addition, Robert Serow and Henry L. Jackson (1983) assert that

> Schools which provide tangible indications of student worth and schools that encourage emotional, physical, social, as well as academic growth are, by any reasonable judgment, more effective than schools that simply receive students, process them, and send them on their way. (p. 20)

In an analysis of inner-city schools in London, John Ruther (1979) found that "school effectiveness was not related to such physical aspects as size of school or condition of facilities. Rather, school effectiveness was related to what went on inside those buildings--the qualitative functioning of the various schools" (p. 177). Also, in the same article, Ruther presented a strong argument favoring the use of the instruments that are sensitive to the real curriculum offered in a school. To do otherwise is tantamount to "measuring a side effect of educators," and then calling

it the "cognitive effectiveness" (p. 178). Thomas and Sorensen (1983) stated that some of the characteristics which make South High School an effective inner-city school is that

> Nearly 32% of the student body comes from low-income families. The enrollment of the school is 1,283, of which 37 students are black, 792 are white, 234 are Hispanic, 30 are Native Americans, and 190 are Asian. The student body is made up of 655 males and 628 females. (p. 36)

They also stated that there are ingredients of success, such as (a) the principal is a competent individual who believes in hard work, justice, and strong organization, (b) the faculty believes in discipline, (c) the school has active participation in school activities and administration, (d) the school believes that students must exercise responsibilities as well as personal freedoms, and finally (e) the school believes in ethics education and in strong supervision and positive methods to motivate students to learn.

The elementary studies by Weber (1971), Edmonds (1979), and Brookover and Lezotte (1979) established five characteristics which must be present in any effective school. The five generally accepted characteristics are: "high expectations for student achievement, strong administrative leadership, a safe and orderly environment conducive to learning, an

emphasis on basic skills acquisition, and frequent monitoring of student progress" (Everett & Herber, 1988, p. 64).

In his article, "Five Ways to Make Your Schools Effective," Thomas F. Kelly (1989) explained that five principles have emerged among schools that are known to be effective: "excellence and equity are the two essential ingredients in an effective school's mission; effective schools are research-based; effective schools are data driven; effective schools use ongoing site-based collaborative planning, and effective schools focus on instruction" (p. 26). Within those schools that have been found to be instructionally effective with students from low-income families and who are potential dropouts, Dale Mann (1989) has found a set of variables that include teacher and administrator characteristics and behavior, school learning climate, instructional emphasis, and pupil progress measurement.

One may conclude from the research that has been conducted that teacher isolation from administrators and each other makes it much more difficult for many schools to develop a strong belief about what should be accomplished or how goals can be reached. In the article, "Effective Schools: Accumulating Research Findings," Michel Cohen (1982) stated,

> A school in which the principal and instructional staff agree on what they are doing, and believe they can do it, provide an environment conducive to accomplishing the task, and monitor their effectiveness and adjust performance based upon such feedback, is likely to be an effective one. (p. 15)

Marshall Sashkin (1988) asserted that effective schools must have effective leaders and that such leaders can create and implement a vision of the school's culture which contains within it the values on which excellence is built.

Generally, in all effective schools, school personnel, parents, and students are all informed of the academic goals of the school and that goals are the same for all students. A. Reynaldo (1988) said in his article, "Use of Educational Reform to Create Effective Schools," school effectiveness begins with material resources, including teachers, curricula materials, and facilities. Also, it includes discrete teaching skills, behaviors, and student perceptions of the actions that unfold in the classroom as well as classroom climate.

Robert W. Evans (1983) contends that the need for effective schools is supported by research conducted by Edmond, Brookover, Rutter, Brophy, Bloom, Goodlad, and others, indicating the existence of effective schools.

Strong Leadership

The Principal

The more one reads, the more one finds that the principal is absolutely crucial to an effective school. The principal must lead the teachers and ultimately the school in the right direction. However, the principal also needs to understand human nature and be dependable and supportive. If a leader wants to be successful in implementing ideas, he or she should respond to requests for help and should pursue personnel management skills. Basically, one would say that the principal must be the motivator for change. He or she must act in the way he or she wants others to act. Responsibility must be modeled. The principal must also trust people enough to give them decision-making power and authority when possible. In the article, "Effects of Three Principals' Styles on School Improvement," published in the February edition of Educational Leadership, Gene Hall (1984) asserts:

> If the leader wants to develop morale among teachers, he or she can "manage" by monitoring teachers' work, keeping close contact with teachers, supporting them, and minimizing their problems. If the leader wants to prove that he or she is "on top of the situation," he or she can serve as an initiator by anticipating needs, gathering useful information, supervising implementation of

> ideas, and generally knowing what's happening to learners. (p. 22)

Doing all of the above would require one to have superhuman strength, or so it seems. This researcher feels, however, that with experience and dedication, a principal can make his or her institution an effective school.

The role of the school principal has received an extraordinary amount of attention in recent years in the literature of educational administration, in education generally, and in the popular press. Also, among all school administrators, the principal is not seen as having the greatest impact on teacher performance and student learning and, as a result, is being held more accountable for educational outcomes. Purkey and Smith (1983) explained that two characteristics are often named in explanations of why some schools are unusually effective. The first reason is that the school principal is an instructional leader. The second is that teachers and administrators agree about the school educational goal. Clearly, the school principal plays a key role in providing leadership that, among other things, leads to school agreement on goals. The instructional leader is doing something that leads to commonality of purpose. However, instructional

leadership is a phrase thrown into educational debates with particular reference to principals. This concept needs to be explored so that it is not seen simply as charismatic presence, authoritarian control, or efficient management. The general term of instructional leadership means establishing a school climate, order, and a culture conducive to teaching and learning (Greenfield, 1987).

Superintendents and principals may affect organization and instruction in schools and classrooms. In an interview study about principal's beliefs and mathematics teaching, administrator's viewpoints would contribute to a broader perspective of current school practice. Principals have prime responsibility for organizing, supervising, and evaluating classroom teachers and programs. Since principals evaluate teachers, they have a potentially powerful influence on classroom practice. One way principals may affect organizational structure is through their decisions about allocating teachers to groups of students. Goldhammer and Becker (1971) have suggested that effective principals be actively involved in selecting and placing staff members.

In her research on the improvement process program, Suzanne M. Stiegelbauer (1984) said, "Effective leaders

should set goals, consider task and relationship needs, model what is expected, communicate high expectations to teachers while providing them the support needed for change, establish priorities in school terms, and secure the support of the community" (p. 1). Also, she insists that all principals included in the study were doing all these things mentioned above but with different degrees. Therefore, she tried to categorize all of these various behaviors into seven styles: (a) visions and goal setting, (b) structuring the school as a work place, (c) managing change, (d) collaborating and delegating, (e) decision making, (f) guidance and support, and (g) structuring their leadership role (p. 6). In the model used by the school effectiveness program, part of the Santa Clara County, California Office of Education, the researchers Joseph Murphy, Philip Hallinger, Marsha Weil, and Alexis Mitman (1983), divided leadership into three areas: 1) instructional leadership, 2) school academic, and 3) school social climate leadership. Each area of leadership is in turn defined by a conceptual framework that combines various activities, processes, and functions (p. 137).

Using these opportunities and meeting these challenges will call for a deeper understanding of the role of the principal, along with the skills needed

to carry out that role effectively. Ronald Edmonds cited in Andrew and Soder (1987) exclaims that there are some bad schools with good principals, but there are no good schools with bad principals and he confirmed that students achieve more in schools whose principals are seen as strong leaders. Many believe that without a change in the leadership of many of today's schools, teaching and learning cannot and will not improve. Slater and Warren (1989) insist that "the energy for school reform must at some point flow through school administrators, especially the school principal, who can enhance and direct it, permit it to dissipate, or--even worse--cut it off altogether" (p. 294).

Superintendent and the Board of Education

Joan Gibson Burnham (1989) in "Superintendents on the Fast Track" explained that the road to an effective superintendency always follows a fast track, with stops along the route for doctoral study, tenure as a classroom teacher, and a significant amount of time at a high-level central office job. The superintendent of schools is the chief executive officer of the board. Through all the communication vehicles, superintendents take the lead in educating staff and communities about what schools are doing and what it will take for them to

do even better. In her article, "The Superintendent's Role in Reform," Nancy Paulu (1989) observes that "frequent contact and strong personal skills help superintendents to cement good relationships with their staffs and communities" (p. 30).

James Redmond (1989), author of "Striving for the Best," maintains that effective superintendents step outside themselves and their time to see reform movements as creative opportunities and accept new ideas when challenges arise. Mae A. Kendall (1989) wrote an article titled "People" about Jerome Harris, the Atlanta School Superintendent:

> Jerome Harris initiated the first step of his 1988/89 "School Improvement Plan" which brings 17 low-performing schools under the supervision of his office and allows 26 high performers to operate more independently. Schools in the middle range will continue under the supervision of the three area offices. The 17 schools supervised by Harris will be staffed by a team of educators from the area office and the instructional center who will diagnose and prescribe, then remain at the school all year to monitor and assist teachers and administrators to improve instruction. (p. 39)

In "Organized Teacher Power and the Local Board," Leon M. Lessinger (1985) stated that "principals, superintendents, and board members will be required to adjust their attitudes and develop new leadership skills if their roles are to change" (p. 122). Nancy

Paulu (1989) insists that superintendents can increase the chances of successful reform through the following steps:

1. Build trust within the district and community.
2. Superintendents who want change can bring together the people needed to improve schools.
3. Communicate the plans to those who will be affected.
4. Shuffle personnel to get the best person for each position in order to carry out the change.

This researcher agrees with Paulu that effective superintendents can create successful change by applying the above mentioned steps. Yes, school improvement will take longer if more people participate, but it is essential--not only because these people have much to contribute, but because their support is needed for the change to endure.

Since board members and superintendents are accountable to the public, they should avoid any conflict which might arise between them by understanding and agreeing on their respective roles. In spring 1985, a case study was conducted by the American School Board Journal about how school boards and superintendents perceive each other. "The study showed that most school

boards and their superintendents get along fine, but they disagree on how they perceive their respective roles; mostly the disagreement exists in matters pertaining to personnel" (Alvey, 1986, p. 46). A National School Boards Association study showed that problems generally occur when both parties perceive that they should have more authority over a particular area. Personnel decisions were found to be the greatest source of conflict (Hayden, 1986). The American School Board Journal published an article explaining that schooling loses when either the board or the superintendent always wins. The article, written by Vincent T. Beni, Bruce S. Cooper, and Rodney Muth (1988), insists "when you talk about effective school leadership, everyone seems to agree that school board members and superintendents must come to grips with conflicting roles of school governance and school management" (p. 24).

Alvey and Underwood (1986) contend that "a school system runs smoothly only when the board and the administration understand and agree on their respective roles" (p. 46). In theory the superintendent manages the school system, and the school board sets policy. Seldom is this division of responsibility clearly defined, and board members often step out of their

policy making role to dictate action to management (Iris McGinnis, 1989). In "What a Superintendent Can Do About Conflict with the School Board," Thomas Shannon (1989) states that "the best answer to how superintendents should handle serious conflict with their boards is to avoid it. . . . Open communication with the board can go a long way toward avoiding conflict" (p. 26).

In his article, "Base School Improvement on What We Know About Effective Schools," Lezotte (1989) asserts that "creating an effective school requires the leadership, collaboration, and support of the school board and the central office" (p. 18). Also, in the same article, Lezotte maintains,

> The board can be the impetus for reform. It can call on the superintendent to articulate a vision for school improvement and develop a plan for carrying it out--and it can replace a superintendent who fails to carry out this charge. If the call for school reform originates with administrators or teachers, the success of the enterprise still depends on the school board's willingness to provide the resources for change--time and money--and to support the school improvement process in the community. (p. 18)

The American School Board Journal published an article by Sally Pratt titled "School Improvement Steps for Boards." The article said, "Almost every board meeting should include a report about some element of the academic program. These reports should emphasize

the schools' commitment to education and should provide an essential perspective for redefining the school system's goals" (p. 21).

An article published by the Institute for Educational Leadership, "What Makes an Effective School Board?" pointed out 15 functions which assess effectiveness and define areas of need for improved leadership performance. An effective school board: (a) addresses most of its time and energy to education and educational outcomes, (b) believes that advocacy for the educational interests of children and youths is its primary responsibility, (c) concentrates on goals and uses strategic planning to accomplish its purposes, (d) works to ensure an adequate flow of resources and achieves equity in their distribution, (e) harnesses the strengths in diversity and integrates special needs and interests into the goals of the system, (f) deals openly and straightforwardly with controversy, (g) leads the community in matters of public education, seeking and responding to many forms of community participation, (h) exercises continuing oversight of educational programs and their management and draws information for this purpose from many sources, (i) works cooperatively with the superintendent to separate areas of administrative and policy

responsibilities, (j) determines the mission and agenda for each committee, ensuring coherence and coordination of policy and oversight functions, (k) establishes policy to govern its own policymaking and policy oversight responsibilities, including explicit budget provisions to support those activities, (l) invests in its own development, (m) establishes procedures for selecting and evaluating the superintendent, (n) collaborates with other boards to influence state policy and the way state leadership meets the needs of local schools, and (o) understands the role of the media and its influence on public perceptions (p. 7).

Central office administrators are some of the most crucial administrators to study if one wants to know about effective schools. Wimpleberg (1987) said

> A reasonable reading of research on schools in the last couple of decades leads to the interpretation that schools can develop as places for excellent teaching and learning, but, left to their own devices, many of them will not. (p. 100)

Superintendents help make the training programs work in schools. William Breck (1989) warns, "the effort will fail without the superintendent's support of a strategic plan. Even if they don't participate directly in development of the plan, they will retain an important support role. The best example of Breck's

quote would be financial resources that superintendents provide for the process to work.

The culture of the school is a difficult concept to describe, for it involves patterns of values, norms, beliefs, and roles that people take on within a human organization (Schein, 1985). To understand the school culture, Deal and Kennedy (1982) said leaders can shape an organizational culture in their interaction within and outside the organization. Superintendents can establish a good atmosphere by letting staff know that change will lead to better schools and encouraging staff members and the public to share ideas.

School leadership should work cooperatively with teachers and parents and should delegate their authority to each other and to teachers when it is necessary. Wimpleberg (1988) explains:

> Because of the complex nature of instructional technologies and the superintendent's essentially political role, superintendents will delude themselves if they think that their actions can have a direct and controlling part in causing successful outcomes in classrooms or schools. (p. 302)

If this is the case with the superintendents who have classroom experience, then the central office administrators--the board members--should be aware of the instructional and teaching matters. Corbett (1974) maintains that "central office administrators

may misunderstand teaching and learning if they assume that all classrooms are essentially alike and that all schools can be approached with the same interventionist strategies." As a people builder and challenger, a superintendent should enable staff to plan and coordinate development activities.

Pioneer Schools

The Idea of Jordanian Pioneer Schools

The idea of pioneer schools emerged as a result of three factors: (a) the recommendations of His Highness Crown Prince Hassan, (b) the MOE reevaluation of the various aspects of the educational process in Jordan in 1988, and (c) the recommendations of the First National Conference for Educational Development (Farah, personal interview, March 1992). These factors lead to the establishment of pioneer schools in all directorates of education in Jordan. They were intended to be a model for the school that Jordan aspires to; the school that performs its functions efficiently and seeks comprehensive development for the integrated educational process.

The Directorates of Education started the pioneer schools on November 1, 1988. The directorates placed

great emphasis on these schools and explained how they should be implemented in cooperation with the MOE (Farah, personal interview, March 1992).

The Goals of Pioneer Schools

Pioneer schools aim to develop and enrich the educational process through: (a) making the best use of the technical and material resources and human potential available, (b) providing the best available educational services and facilities that enable the students to achieve distinction and excellence at school, (c) finding the programs, activities and incentives needed to develop the creativity of gifted students, and (d) utilizing the best and most efficient teaching techniques for all subjects (Unpublished document and personal interviews with MOE general directors).

The Functions of Jordanian Pioneer Schools

The functions of pioneer schools are derived from personal interviews with the general directors at the MOE and from unpublished material furnished by various departments in the MOE. The first function sets out to provide integrated and distinguished educational services under the cover of the system of education. The result is an improvement in the level of student

achievement in accordance with a plan that takes into account individual differences among students and also results in strengthening the link between the school and society in a way that makes the school an outstanding developmental center. This link would be strengthened by (a) creating development courses for the local society which will meet local community needs: cultural, agricultural, medical, and vocational, (b) organizing literacy programs, (c) fostering relationships between schools and other local institutions, (d) making better use of the school councils, such as the Parent-Teacher Council, by seeking their guidance and views that may help in improving the educational process, (e) making use of the parents' potential through their participation in lectures or other school activities, (f) making school facilities accessible to the local community, (g) guiding and counseling students and local community, (h) providing students with a variety of activities that fit the needs, desires, and abilities of the students and enable them to develop all aspects of their personalities (Unpublished document, 1992 and T. Ibadat, W. Farah, and S. Ibadat, personal interviews, March 1992).

The second function involves the utilization of facilities and expertise available at pioneer schools

in conducting various educational experiments, such as (a) testing the efficiency of a particular teaching technique or method, (b) trying the new textbooks before they are put into actual use, (c) following up the process of developing and evaluating school textbooks, (d) modifying some school regulations and examining the reactions against these new amendments, (e) encouraging teachers and supervisors to conduct educational research projects on ideas such as the master teacher, the resident supervisor, the long school day, and so forth, (f) conducting pioneer experiments by giving students some authority in managing the school's affairs, that is, establishing a "student government", (g) developing skills and knowledge to be taught in pioneer schools that will be applicable to a student's actual, practical life, and (h) producing any relevant and innovative projects that may be of concern to the educational process (Unpublished document, 1992).

How to Accomplish Pioneer School Goals

These goals can be accomplished by practicing several tasks: (a) helping each student develop all aspects of his or her personality to the individual's highest level, (b) improving the efficiency of the school staff as much as possible, (c) providing staff

members with opportunities to develop professionally, (d) providing students with all possible facilities and educational services in order to develop their skills in using the library to write reports and research papers, (e) directing general educational activities toward serving the goals of the curriculum and varying these activities so as to meet the diverse needs and abilities of students, (f) making use of educational experiments, such as individualized instruction, teaching techniques, and special education, and (g) strengthening the ties between pioneer schools and the local community by activating the role of parent-teacher associations (Farah, 1989; unpublished document; and personal interviews). Fortunately, most of these tasks, if not all, are not provided in selected pioneer schools. Instead, schools are requested to come up with their own plans of implementation.

Future Specifications of Pioneer Schools

Policymakers and educators in Jordan perceive pioneer schools as having certain characteristics. The researcher has compiled a list of these specifications which are further described in the following paragraphs. The list includes: personnel and facilities, timing of the school day, organization of school activities,

training/developing intelligence and good conduct, evaluations, counseling for students, understanding and defining roles, social accountability, and future accountability.

In regard to personnel and facilities, a pioneer school has (a) established and integrated educational and instructional facilities, including buildings, laboratories, libraries, yards, playgrounds, workshops, and multipurpose halls, (b) distinguished school administrations, (c) qualified and devoted staff members, and (d) ancillary administrative services, such as assistant directors, technical assistants, secretaries, educational supervisors, typists, and accountants.

Another attribute reserved for pioneer schools includes the school day consisting of the following segments: (a) non-traditional timing of classes (no fixed pattern), (b) more emphasis on student achievement each day, (c) teachers assisting students in organizing and making the best use of their time, and finally (d) teachers recognizing and paying attention to individual differences.

The third area of pioneer school characteristics involves the organization of school activities which are described as: (a) giving students the feeling that there

is a strong relationship between school activities and practical life, (b) providing students with a variety of optional activities that meet their needs and interests, (c) convincing students that there is a rationale for these activities and by performing them, students can apply practically what they learn theoretically, and (d) utilizing all possible sources of education available at school or in the local community.

Pioneer schools are also represented as being able to train and develop intelligence and good conduct by: (a) encouraging students to think creatively, conducting research, expressing themselves freely, analyzing and synthesizing information, (b) encouraging students to find applications for what they learn, (c) developing students' abilities to read and comprehend, (d) keeping abreast with the advancement and progress of technology in all fields of knowledge, and (e) helping students to understand themselves and evaluate their behavior.

Teachers, students, and administrators go through evaluations to encourage improvement. The fifth area of pioneer school distinctions is evaluations, which are evident in several different practices: (a) rewarding students for desired behavior without necessarily punishing for undesirable behavior, (b) recognizing students' accomplishments and successes, (c) encouraging

students to evaluate and appraise their own performance and achievement, (d) allowing students to identify their general priorities and work to achieve them under the guidance of their teachers, (e) identifying the desired behaviors that students are expected to acquire at the end of each academic unit, and (f) using non-punitive procedures in evaluating teachers or administrators in order to enhance their efficiency and raise morale.

The sixth area of pioneer school attributes involves the counseling of students, which include the following aspects: (a) establishing good rapport with students and abandoning aggressive relationships with them, (b) helping students to take care of themselves and to care for their behavior, and (c) limiting the number of students in each school or if the number of students is high, divide the school into sections or departments: primary, preparatory, and secondary.

Pioneer schools also have the distinction of understanding and defining roles as seen in the following: (a) the teacher is no longer the sole source of authority but is a coordinator, supervisor, facilitator, and evaluator of the learning process, (b) making other people (professionals, students, laypersons from the local community) play the role of the teacher, (c) utilizing the skills of the teachers in

all respects, (d) allowing students to be more active in evaluating themselves and in planning the general policy of the school, and (e) avoiding the competitive atmosphere among students and enhancing cooperation among them.

The next characteristic is social accountability with the following various aspects: (a) promoting and reinforcing the ties between school and local community, (b) identifying various needs of the local community and trying to offer programs that meet these needs and interests, and (c) identifying the goals of schools, activities for accomplishing these goals and methods of evaluating the performance of the school.

The final trait of pioneer schools is future accountability which has the following two aspects: (a) the school must have a clear understanding of concepts such as pollution, energy conservation, critical thinking, problem solving, etc., (b) the school must strike a balance between future economic needs of students and their social and emotional needs (Unpublished document; Farah, 1989; and personal interviews with MOE general directors).

Distinguished Activities and Practices of Pioneer Schools

Upon the request of the Instruction, Supervision, and Training Department, pioneer schools in Jordan prepared a report of their activities and practices as follows:

1. Establishment of student governments to take care of school discipline and help in some technical and administrative affairs.
2. Establishment of school gardens by students.
3. Ties between pioneer schools and their local communities are strengthened and many voluntary activities are carried out in the schools and the community.
4. The facilities and services of libraries, laboratories, halls, machines, teaching aids, and workshops are utilized.
5. Research, studies, and experiments are conducted on the curricula, individual differences, problem solving, and improving student achievement.
6. Exhibitions and museums are organized to display students' work.
7. A special room is assigned for each subject. This room is usually equipped with the necessary

facilities and teaching aids.

8. Some lectures are video taped (recorded) for further discussion among teachers.
9. Emphasis is given to providing a variety of educational activities so that students can select to participate in the activity that meets their needs and interests.
10. The role of parent-teacher councils is inactivated.
11. Thursdays, which are days off, would be used for organizing seminars, workshops, and helping weak students.
12. An annual school guide and cultural activities are published.
13. Cumulative records are established for each student to follow up his strengths and remedy his weaknesses.
14. A committee for teachers of the same subject is formed as well as the notion of "first teacher."
15. Workshops in school for training are opened up to the women and girls in the community.
16. A certain room is assigned for keeping the teaching aids that are produced by the students.
17. A club is established for female graduates of pioneer schools.

18. The school is opened up after working hours for members of the community to practice certain cultural, artistic, and sports activities.
19. Mini workshops are established to produce some of the consumer goods (Unpublished document; Farah, 1989; General Education Department in the MOE; and T. Ibadat and S. Ibadat, personal interviews, March 1992).

CHAPTER FIVE

Research Methodology

Introduction

The methods used in this study are an attitude questionnaire, interviews, and observations. The survey method is national in scope and based upon responses from Amman's school principals, educational directorate directors, all general directors in the MOE, education professors at Yarmouk and Jordan Universities, and researchers in the Higher Council for Science and Technology. These methods provide a great deal of contact with the organization, giving a strong sense of how it operates. In return, the study's results are strengthened.

Population and Sampling

The population covers all schools in Jordan--public and private. According to the statistical educational yearbooks for the years 1991/92 there are 3,362 public and private schools in the Kingdom of Jordan (MOE, 1992). The district of Amman was chosen as it contains the highest number of schools in the country, in

addition to time and cost considerations. The MOE documents reveal that there are 1,079 schools in Amman. Therefore, the sampling procedure regarding the questionnaire consists of many steps:

1. Area sampling, as the country is divided into eight governorates. The governorate with the highest percentage of schools was chosen; Amman governorate has 32% of the total schools in Jordan (MOE, 1992).

2. Cluster sampling was selected to cover the areas or parts of the governorate and all types of schools inside that governorate. Amman is divided into four districts as follows: First Greater Amman, Second Greater Amman, Greater Amman Private Education, and Amman suburb.

3. Proportionality was considered as the percentages of schools in the sample are relevant to their original percentages in the population.

4. Random sampling was used to choose schools inside each cluster.

In congruence with the previous considerations, 200 questionnaires were distributed to 184 school principals, four educational directors, and 12 general directors of the MOE; the response rate was 87.9%. The sample size relevant to the population is approximately

18.5%. This can be considered as an acceptable percentage as we can apply normal distribution (Berenson & David, 1989; Sekerman, 1984). The reason for considering principals and central office administrators for this survey is best addressed by Carlson (1972), House (1972), cited in Fullan (1982): "District administrators and other central office personnel such as coordinators and consultants spend large amounts of time at conferences and workshops within ongoing professional networks of communication among their peers" (p. 44). For the aforementioned reason, the survey was restricted to principals, superintendents, and general directors in the MOE because they are fully aware of the process and adoption of the change. Excluding teachers and students from the study does not mean that they have a lesser role, but they lacked the opportunity to participate in the 1987 National Conference. House and Lapan (1978) cited in Fullan (1982) said, "Individual teachers and single schools can bring about change without the support of central administrations, but district-wide change will not happen" (p. 65).

As the first procedures for conducting the questionnaire for this study, the researcher drafted a letter to the MOE which was then forwarded to the

Director General of Education and to the Director General of Planning, Research, and Development. The letter requested two items: (a) all information available about pioneer schools, and (b) permission to conduct a survey to measure the influence of educational reform on school effectiveness (see Appendix 5).

Without the Ministry's permission and the requested information, the researcher would not have been able to conduct the survey or write this research (see Appendix 6). From the Ministry's information--documents and interviews--and by following the previously mentioned steps in sampling procedures, the total population and sample size were identified.

The second procedure was writing the questionnaire (see Appendix 7) and a covering letter explaining the directions for answering the questions. Also, the letter explained the purpose of the study and emphasized that every person in the survey is important for the success of the research.

The criteria used for selecting the sample size are as follows:

1. Measurement theory requires that the researcher elicit responses only from those persons who can reasonably be expected to possess knowledge of the information being sought (Isaac & Michael,

1988).

2. Sampling theory also demands that all members of a studied population have equal probability of being included in the sample drawn (Conover, 1980).

In conclusion, the Jordanian culture and beliefs work cooperatively with the researcher to help in achieving a high percentage of returned questionnaires. As was the researcher's expectation, the percentage of returned questionnaires was high (87.9%) due to the previous factors and because the respondents were asked to answer the questionnaire within a week and return it to the Educational Directorates.

Material and Instrumentation

Nunnally (1978) defined "attitudes" as "predispositions to react negatively or positively, in some degree toward a class of objects, ideas, institutions, or people" (p. 456). The researcher used three methods to collect his data: (a) interviews (structured and unstructured), (b) observations, and (c) the attitude questionnaire. One of the more interesting aspects about using the attitude questionnaire in this

study is the fact that it was very practical. Due to this fact, the researcher decided to use the descriptive method of study, using the attitude questionnaire as a tool to achieve the purpose of the study. In a society like Jordan's, most people are honest and sincere about their feelings; hence, there is no problem regarding content validity. Particularly, with the fact that the questionnaire was judged by a group of Jordanian professors to investigate the institutions toward which the study is intended.

The questionnaire was developed based on reviewing the literature about the effective school movement in the United States, personal interviews with twelve education professors, and eight educators and policymakers. All questions were developed to measure the affect of the 1987 reform principles on pioneer and effective school components.

The process of constructing the attitude questionnaire is defined as follows: (a) review of the educational reform principles in Jordan as previously discussed in Chapter Three, (b) review of the literature related to school effectiveness measures as conducted by studies in the United States, which is discussed in Chapter Four, (c) review of the literature related to pioneer schools in Jordan, (d) determine the dimension

and elements for points a, b, and c above, (e) communication with various Jordanian leaders and educators who were willing to share ideas and experience and to evaluate the proposed questionnaire, suggesting new questions for the survey which were adopted to the questionnaire, (f) developing and discussing the first draft of the questionnaire with many education professors in Jordan and Yarmouk Universities, (g) distributing the prepared questionnaire to students in Yarmouk and Jordan Universities whose comments were taken, leading to changing or adding several questions and correcting a few grammatical and structural errors, (h) the researcher drafted a covering letter addressed to the whole sample population, and (i) the researcher distributed the final draft to school principals, education directors in Amman, and general directors in the MOE. Copies of original Arabic and English versions of the questionnaire are included in Appendix 7.

Regarding interviews and observations, the researcher used small-scale survey techniques. Despite the disadvantages that arise from their being non-representative, these techniques use non-probability samples because they are far less complicated to set up, are less expensive, and can prove to be perfectly adequate for the researcher's purpose--to pilot a survey

questionnaire as a prelude to his main study (Cohen & Manion, 1989).

Based on the non-probability samplings by Cohen and Manion (1989), the researcher selected the interviews and observation sites. It is the assumption and logical argument that the researcher knows the system and how it works. Therefore, interviewees were picked for their administrative role and knowledge of the 1987 NCER. These procedures helped to give more insight and richness to the study. The interviews were both structured and unstructured. The structured interviews focused on open-ended questions relating to the seven questions previously addressed in this study. The unstructured interviews were more relaxed with the interviewees taking the lead in generally speaking about the 1987 NCER and the Jordanian educational system.

Design of the Study

In his book Mail and Telephone Surveys, David Dilman (1983) said that the total design method consists of two parts:

> The first is to identify each aspect of the survey process that may affect either the quality or quantity of response and to shape each of them in such a way that the best possible responses are obtained. The second

> is to recognize the survey efforts so that the design intentions are carried out in complete detail. (p. 12)

In regard to the first step Dilman mentioned, the researcher wrote covering letters urging people, based on their religious tradition, which is Islam, to fill out the questionnaire. Their reward would be building a strong educational system for themselves and the next generation as well as being rewarded by God for their work in helping to improve the system. The Jordanian traditions strongly believe in its people when studying abroad; therefore, they trust that the students are working hard enough to deserve the culture's respect and recognition. This belief maximized the response as well as the fact that the educational directorates helped to distribute and collect the questionnaire, which helped to reduce the cost of conducting this survey. Dilman (1978) also identified three things that must be done to maximize survey response: "Minimize the costs for responding, maximize the rewards for doing so, and establish trust that those rewards will be delivered" (p. 12).

With regard to the second step, the researcher drew his plan according to his experience in the Jordanian Government. Taking into consideration the priority of the procedures and their implementation, the researcher

developed a plan with time parameters in advance. Also, the plan considered the funds available for the study. When all these practices were added together, the plan was implemented exactly as it was developed.

As Isaac and Michael suggested, the researcher collected detailed information about the 1987 NCER and the pioneer schools. This information was collected through many resources and agencies as addressed in the Material and Instrumentation section of this chapter. Also, the researcher conducted eight interviews with general directors, department heads in the MOE, and researchers in the Higher Council for Science and Technology to see how they identify Jordan's educational problems and what is their explanation of the current conditions and practices based on the 1987 NCER recommendation. Furthermore, the researcher interviewed in person twelve professors from Jordan and Yarmouk Universities, as well as several school administrators and teachers, to observe the role of Jordanian universities in the 1987 NCER. While conducting the interviews with school administrators, the researcher observed the Jordanian schools, especially the pioneer schools.

In addition to the interviews, observations, and the attitude questionnaire, the researcher surveyed the

literature, in detail, to compare and evaluate the Jordanian experience in regard to the 1987 NCER. Then, the researcher analyzed the data and proposed suggestions to the Ministry of Education and to the Ministry of Planning to be considered either for future plans and decisions or to revise the current reform plan as deemed appropriate.

As a part of the study's design, validity and reliability were defined and tested to prove that the questionnaire was valid. To test validity and reliability, the questionnaire was distributed to all students who were at the College of Education's Library in Jordan University. There were 50 students at that time to whom the questionnaire was distributed. The students' comments were taken into consideration before running the final draft. Then, the questionnaire was judged by the Jordanian professors and college students who investigated the institutions toward which the study is intended. After the researcher proved his study's validity, which was done through Jordan and Yarmouk University professors and students, the questionnaire and the study were taken to ten educators and policymakers to retest and prove the survey's validity. Afterwards, the questionnaire was distributed to the sample population.

Data Analysis

The attitudes of school principals, and school administrators were analyzed according to their responses to each question. Also, their attitudes were measured toward each category in the questionnaire. For this reason, the attitude questionnaire was developed to help solve the problem as identified in this study and to analyze the influence of educational reform on school effectiveness. In addition to the questionnaire, the researcher's observations and interviews, which best fit the study, were analyzed and added to the pertinent literature. Therefore, those variables which appeared to be most significant were included, deeply discussed and analyzed. This enabled the researcher to discover where the Jordanian educational system's defects were and to illustrate the need of necessary adjustments.

CHAPTER SIX

Analysis of Data

The Questionnaire

This part of the study reflects the attitudes of those people who are involved in the 1987 National Conference for Educational Reform (NCER). The study includes 200 respondents from Amman governorate and was distributed to 12 general directors, four superintendents, and 184 principals in public and private schools. The returned percentage of questionnaires is 87.9%; therefore, the number of respondents included in this study is 176.

The questionnaire contains seven categories adapted from the literature of effective and pioneer schools. Under each category, there are several principles which are adopted from the 1987 NCER. Thus, the questionnaire reflects the influence that the NCER will have on school effectiveness as perceived by school administrators and the general directors in the Ministry of Education (MOE).

The following sections discuss each category in the questionnaire by using internal consistency reliability, grand mean (M), and standard deviation (SD) for all

questions in that particular category.

Category A: Teacher

This category consists of fifteen questions designed to measure the effect of nine principles of the 1987 NCER on the competency of school teachers (Table 1, page 90). Those principles are: educational policy, promoting creativity and critical thinking when developing curriculum, utilizing educational technology, improving school facilities, improving instructional programs, promoting educational research, teacher preparation before service, qualifying educational administrators at the school level, and qualifying educational supervisors.

Using internal consistency reliability, alpha was calculated and found to be high: .8363. Also, the grand mean (M) and standard deviation (SD) were calculated for all questions and found to be M = 1.882 and SD = .430. By studying the M, one finds that respondents are between "strongly agree" and "agree" that the principles of the 1987 reform will have positive impact on teacher efficiency (see Figure 1).

TABLE 1

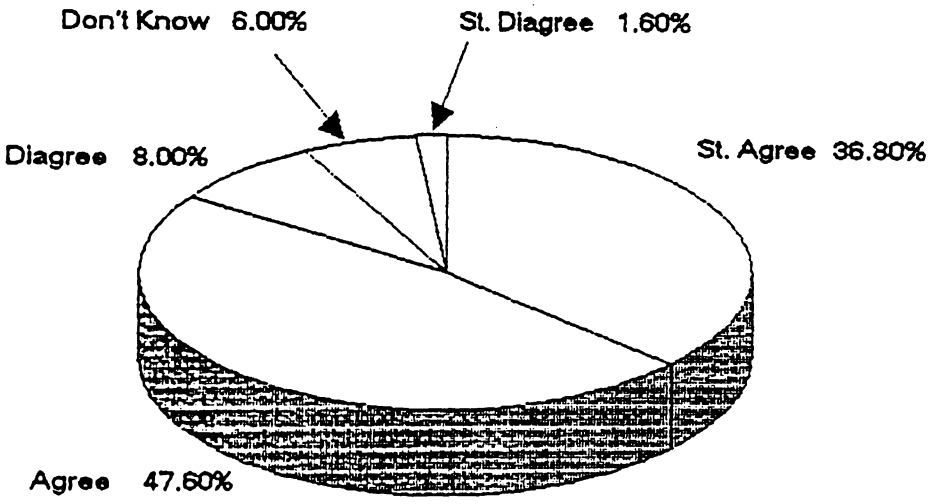
CATEGORY A: TEACHER

The Influence of the 1987 National Conference Reform on Teacher Efficiency

No.	Item	Percentage				
		1	2	3	4	5 *
1.	Law of Education No. 27, 1988 allows the teacher to participate in curriculum design.	18.3	50.5	11.9	11.0	8.3
2.	Law of Education No. 27, 1988 encourages development of teacher performance.	32.1	55.1	5.5	6.4	0.9
3.	Increasing basic education to 10 years instead of nine makes the teaching load more convenient.	11.0	46.8	12.0	28.4	1.8
4.	Developing school curricula in accordance with 1988-1998 plan reinforces teacher creativity and critical thinking.	26.6	57.8	6.4	9.2	0
5.	Using educational technology improves performance and teaching methods.	66.1	32.1	1.8	0	0
6.	Availability of educational facilities improves teacher performance.	79.0	19.0	2.0	0	0
7.	Teacher qualifying programs increase teacher efficiency.	51.4	41.3	5.5	1.8	0
8.	Developing instructional programs enables teachers to teach more efficiently.	41.3	56.9	0.9	0.9	0
9.	Activating role of teacher-parent associations supports teacher's role in educational process.	24.8	63.2	2.8	9.2	0
10.	Developing administrative techniques increases teacher productivity.	66.1	32.1	1.8	0	0
11.	Objective evaluation of teachers improves their performance.	43.1	56.0	0	0	0.9
12.	School administration allows teachers to help design courses.	13.8	49.5	16.6	16.5	3.6
13.	Educational development fields enable teachers to develop their performance adequately.	22.0	58.7	4.6	14.7	0
14.	Teachers conduct educational research.	9.2	50.5	19.2	18.2	2.1
15.	Employing efficient supervisors improves teacher performance.	48.6	45.0	1.8	4.6	0
	AVERAGE	36.8	47.6	6.0	8.0	1.6

* 1: Strongly Agree 2: Agree 3: Don't Know 4: Disagree 5: Strongly Disagree

Figure 1: Pie chart representing the average percentage frequency of all questions in Category A, Table 1 on page 90.



Category B: Student

This category consists of sixteen questions prepared to measure the effect of ten NCER principles on student performance (Table 2, page 93). Those principles are: caring for gifted and handicapped learners through specialized educational programs, developing student scientific clubs, developing the role of teacher-parent associations, developing school disciplinary programs, promoting educational research and educational development programs, and the first six principles of Category A.

Alpha was found to be moderately high: .7789, M was 2.331 and SD was .474. This means that the majority of respondents agree that the principles addressed in this category have a positive influence on student performance (see Figure 2).

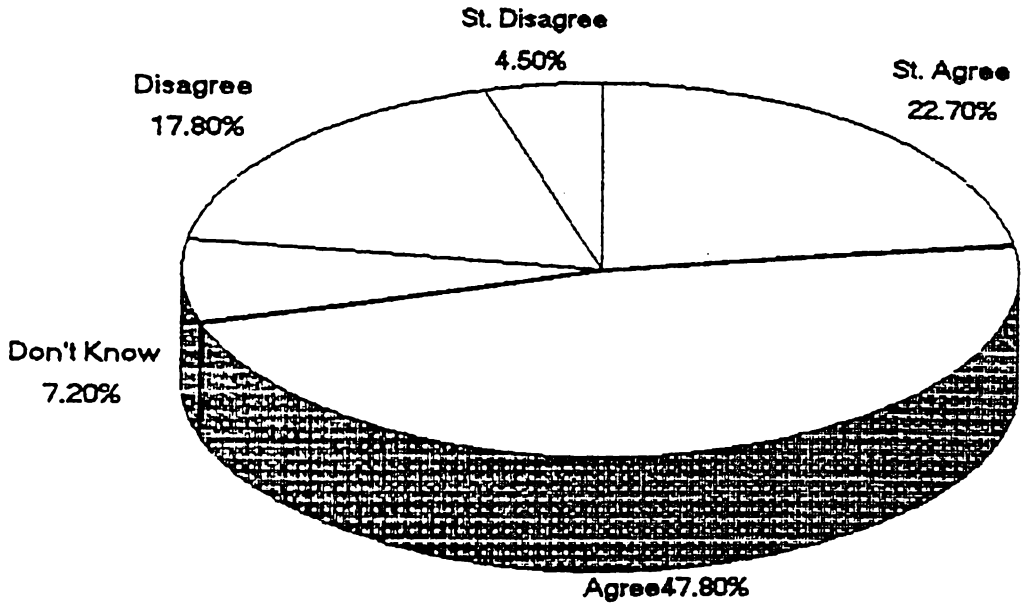
TABLE 2 **CATEGORY B: STUDENT**

The Influence of the 1987 National Conference Reform on Student Performance

No.	Item	Percentage				
		1	2	3	4	5 *
1.	Increasing the stage of basic education to 10 years instead of nine improves student achievement.	13.8	48.6	10.1	25.7	1.8
2.	Branching secondary education into academic and vocational streams meets the needs of students.	33.0	46.8	4.6	15.6	0
3.	Curricula promotes scientific thinking among students.	13.8	63.3	5.5	17.4	0
4.	New curricula improves student ability to learn by themselves.	15.6	66.1	11.0	7.3	0
5.	Educational technology improves student achievement.	20.2	64.2	4.6	9.2	1.8
6.	The two-shift system negatively affects student achievement.	56.0	33.0	3.6	3.7	3.7
7.	Rented school buildings are adequate and convenient for learning.	5.5	9.2	4.6	49.5	31.2
8.	Appropriate teaching facilities improve student achievement.	46.0	47.7	2.7	1.8	1.8
9.	Appropriate educational facilities develop student skills in various aspects.	46.8	46.8	2.7	3.7	0
10.	Pre-service teacher-qualifying programs improve student achievement.	42.2	41.3	8.2	5.5	2.8
11.	Basic education programs include specific fields to meet the needs of gifted students.	7.3	41.3	18.4	26.6	6.4
12.	Curricula designers take the needs of slow learners into consideration.	2.8	37.6	10.0	41.3	8.3
13.	Student clubs develop student creativity.	18.3	60.6	6.4	13.8	0.9
14.	Teacher-parent associations play an important role in improving student achievement.	10.1	55.0	8.3	24.8	1.8
15.	School disciplinary regulations help control student behavior.	22.0	53.2	1.8	19.3	3.7
16.	Students can participate in research and development.	9.2	50.5	12.8	20.2	7.3
	AVERAGE	22.7	47.8	7.2	17.8	4.5

* 1: Strongly Agree 2: Agree 3: Don't Know 4: Disagree 5: Strongly Disagree

Figure 2: Pie chart representing the average percentage frequency of all questions in Category B, Table 2 on page 93.



Category C: Administration

This category consists of eleven questions prepared to measure the influence of seven NCER principles on school administrators (Table 3, page 96). Those seven principles are: improving the quality of education and educational policy, qualifying education administrators at the school level, utilizing educational technologies in administration, developing the role of parent-teacher associations, improving school facilities, qualifying staff at the school level, and promoting educational research and educational development programs.

When calculating internal consistency reliability, alpha was found to be moderately high: .7568, M was 1.771, and SD was .395. This indicates that respondents' attitudes were between strongly agree and agree that the seven principles in this category have a positive impact on school administrator efficiency (see Figure 3).

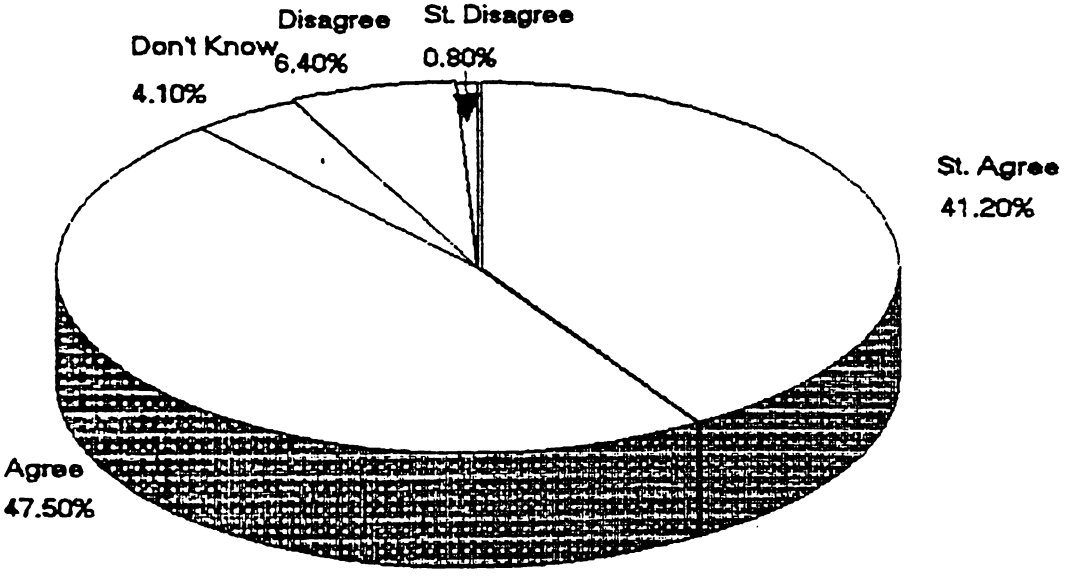
TABLE 3 **CATEGORY C: ADMINISTRATION**

The Influence of the 1987 National Conference Reform on the Efficiency of School Administrators

No.	Item	Percentage				
		1	2	3	4	5 *
1.	New educational law allows more authority to school administrators.	9.2	55.0	13.7	19.3	2.8
2.	Increasing basic education to 10 years facilitates the role of school administrators.	8.3	45.9	12.8	27.5	5.5
3.	School administrators promote positive trends toward productivity.	28.4	62.4	5.5	3.7	0
4.	School administrators encourage the spirit of team work.	34.9	56.0	3.6	5.5	0
5.	Improving the efficiency of educational administrators improves administration.	60.6	38.5	0.9	0	0
6.	Successful administrative evaluation techniques promote improved performance among administrators.	54.1	43.1	0.9	1.8	0
7.	Educational technologies improve administration.	36.7	54.1	6.4	2.8	0
8.	Availability of appropriate school facilities helps to accomplish administrative tasks.	56.9	42.2	0	0.9	0
9.	Qualified members of staff enable administrators to perform their tasks more efficiently.	71.6	26.6	0	1.8	0
10.	Teacher-parent associations establish links between the administration and local school communities.	37.6	54.1	0.9	7.4	0
11.	Participation of administrators in research and educational development fosters appropriate decision-making.	55.1	44.0	0.9	0	0
	AVERAGE	41.2	47.5	3.1	6.4	0.8

* 1: Strongly Agree 2: Agree 3: Don't Know 4: Disagree 5: Strongly Disagree

Figure 3: Pie chart representing the average percentage frequency of all questions in Category C, Table 3 on page 96.



Category D: Curricula

This category is composed of seven questions designed to measure the effect of six NCER principles on improvement of the school curricula (Table 4, page 99). Those six principles are: improving the quality of education and educational policy, promoting creativity and critical thinking, utilizing education technologies, improving instructional and teacher preparation programs, promoting educational and volunteer activities, and promoting educational research and development programs.

Using internal consistency reliability, alpha, for the questions in this category, was again found to be moderately high: .7901. Also, M was calculated as 1.986 and SD as .499. This indicates that the majority of respondents agree that the six principles improve the quality of school curricula (see Figure 4).

TABLE 4

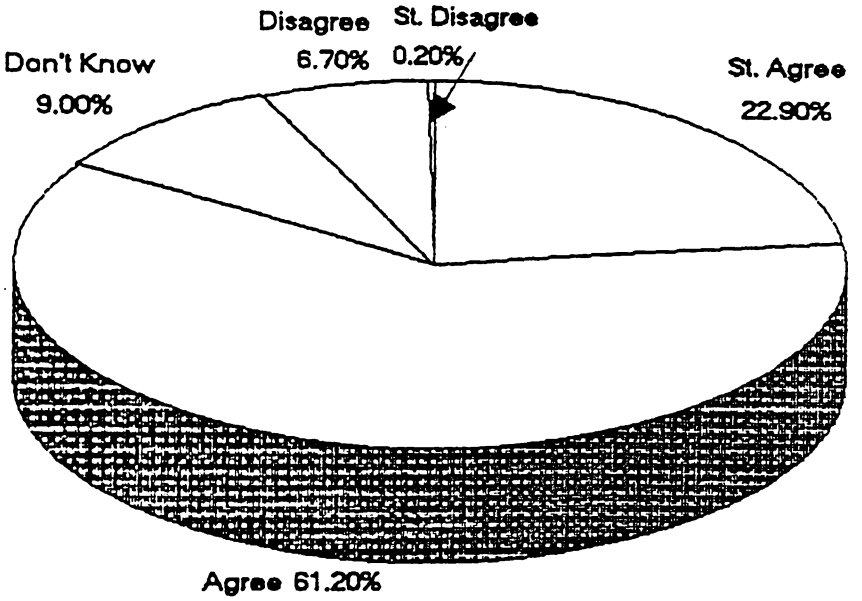
CATEGORY D: CURRICULA

The Influence of Educational Reform on School Curricula

No.	Item	Percentage				
		1	2	3	4	5 *
1.	Educational development programs help to establish modern curricula.	22.9	67.0	6.4	3.7	0
2.	Diversifying the streams of secondary education meets the needs of students.	23.8	67.0	5.5	3.7	0
3.	Curricula strengthens ties between education and the community's needs.	13.8	63.3	7.3	15.6	0
4.	Educational technologies make curricula more appropriate to student abilities.	37.7	47.7	7.3	7.3	0
5.	Teacher training programs enable teachers to implement curricula more efficiently.	33.0	51.4	9.2	5.5	0.9
6.	Educational development programs have a variety of educational activities.	16.5	67.9	11.0	4.6	0
7.	Completed development research projects help to modernize curricula.	12.9	64.2	16.5	6.4	0
	AVERAGE	22.9	61.2	9.0	6.7	0.2

* 1: Strongly Agree 2: Agree 3: Don't Know 4: Disagree 5: Strongly Disagree

Figure 4: Pie chart representing the average percentage frequency of all questions in Category D, Table 4 on page 99.



Category E: School Environment

This category is comprised of eight questions prepared to measure the attitudes of respondents toward the effect of five NCER principles on school environment (Table 5, page 102). Those principles are: improving the quality of education and educational policy, improving student-teacher rapport, improving school facilities, developing student scientific clubs, and qualifying educational administrators at the school level.

Using the internal consistency reliability test, alpha was yet again found to be moderately high, .727, M was calculated as 1.743, and SD as .392. The respondents were divided between strongly agree and agree that the five principles have positive impact on school environment (see Figure 5).

TABLE 5

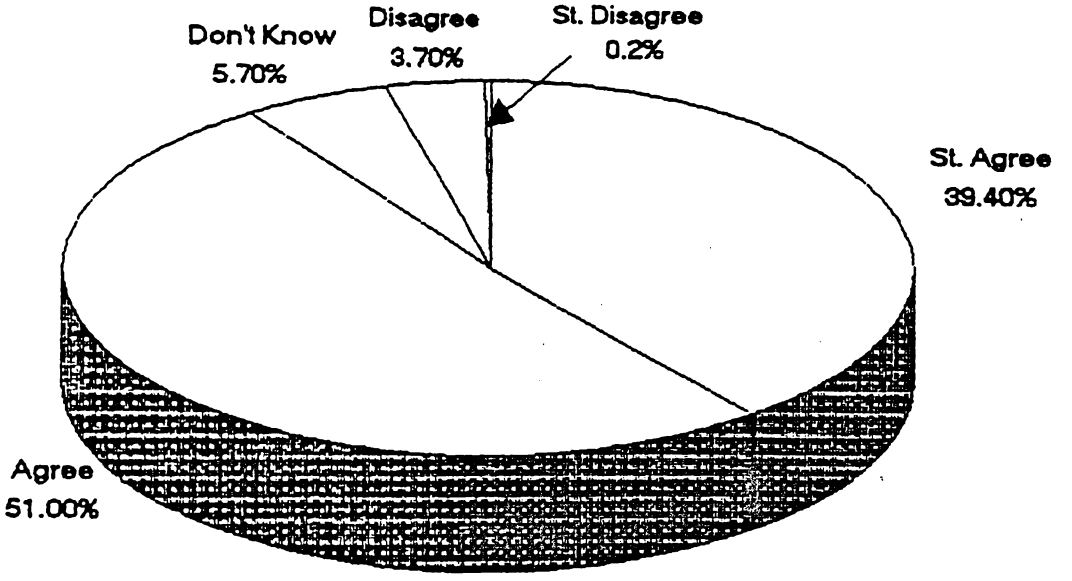
CATEGORY E: SCHOOL ENVIRONMENT

The Influence of the 1987 National Conference Reform on the School Environment

No.	Item	Percentage				
		1	2	3	4	5 *
1.	Law of Education No. 27, 1988 specifies the teacher-student relationship.	9.2	66.0	15.6	8.3	0.9
2.	Law of Education No. 27, 1988 promotes a link between various aspects of the educational process.	13.7	71.6	9.2	5.5	0
3.	The atmosphere of service in light of new curricula improves the relationship between students and teachers.	23.9	56.9	12.8	5.5	0.9
4.	The school building affects the availability of learning opportunities.	46.8	47.7	1.8	3.7	0
5.	Terminating the two-shift system allows students to participate in extra-curricular activities.	65.2	32.1	0.9	1.8	0
6.	Large, spacious buildings enable schools to have more facilities: libraries, labs, etc.	70.6	28.5	0.9	0	0
7.	Student clubs promote a good environment for research and participation among students.	36.7	55.9	2.8	4.6	0
8.	Qualifying educational administrators enables them to use the school environment more efficiently.	48.6	49.6	1.8	0	0
	AVERAGE	39.4	51.0	5.7	3.7	0.2

* 1: Strongly Agree 2: Agree 3: Don't Know 4: Disagree 5: Strongly Disagree

Figure 5: Pie chart representing the average percentage frequency of all questions in Category E, Table 5 on page 102.



Category F: Research and Development

This category includes eight questions composed to measure the influence of six NCER principles on research and development (Table 6, page 105). Those principles are: improving the quality of basic education and educational policy, utilizing educational technologies when conducting research, promoting educational research and development programs, universities role in planning for teacher training programs, developing the role of parent-teacher associations, and decision-making.

Calculating the reliability, alpha was found to be high: .8760, M was calculated as 2.341, and SD was .690. This indicates that the majority of respondents agree that the six principles have a positive impact on the field of research and development (see Figure 6).

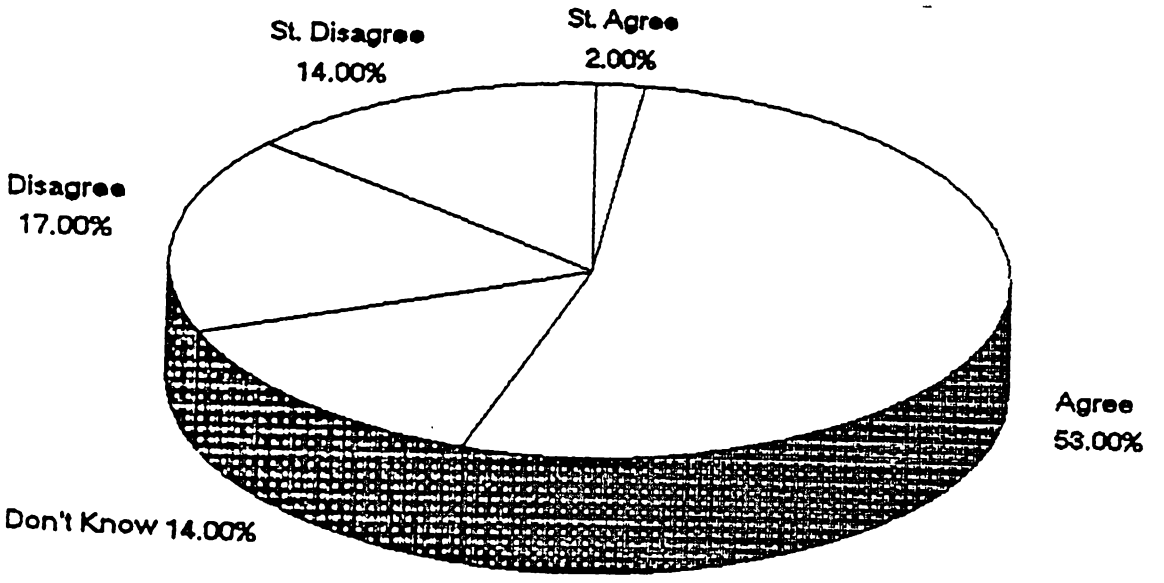
TABLE 6 **CATEGORY F: RESEARCH AND DEVELOPMENT**

The Influence of the 1987 National Conference Reform on Research & Development

No.	Item	Percentage				
		1	2	3	4	5 *
1.	New educational law encourages research and development as a means for change.	24.8	59.6	12.8	2.8	0
2.	Educational technologies enable researchers to obtain accurate data about the conditions of education.	22.9	64.2	8.3	4.6	0
3.	Labs are used for research.	22.9	50.5	7.3	18.4	0.9
4.	Educational research helps in studying the local community.	12.0	47.7	16.5	22.9	0.9
5.	Studies and research projects improve learning opportunities in light of the rise in the number of students.	13.8	55.0	11.9	16.5	2.8
6.	Teacher training programs are planned in accordance with the needs of teachers.	14.7	46.8	18.3	18.4	1.8
7.	Parent councils provide schools with adequate information about students.	7.3	46.8	11.9	30.3	3.7
8.	Decisions are made scientifically and objectively.	12.0	45.9	23.8	18.3	0
	AVERAGE	2.0	53.0	14.0	17.0	14.0

* 1: Strongly Agree 2: Agree 3: Don't Know 4: Disagree 5: Strongly Disagree

Figure 6: Pie chart representing the average percentage frequency for all questions in Category F, Table 6 on page 105.



Category G: External Environment

This category is comprised of nine questions designed to measure the influence of six NCER principles on the local community/external environment for schools (Table 7, page 108). Those six principles are: improving the quality of basic education and educational policy, promoting creativity and critical thinking, utilizing educational technologies, caring for gifted and handicapped learners through special education programs, promoting educational and volunteer activities, and developing the role of parent-teacher associations.

Using internal consistency reliability, alpha was calculated and found to be high: .8645. Also, M was calculated as 2.244 and SD was .668. This indicates that the majority of respondents agree that all six principles have a positive impact on external school environment.

TABLE 7

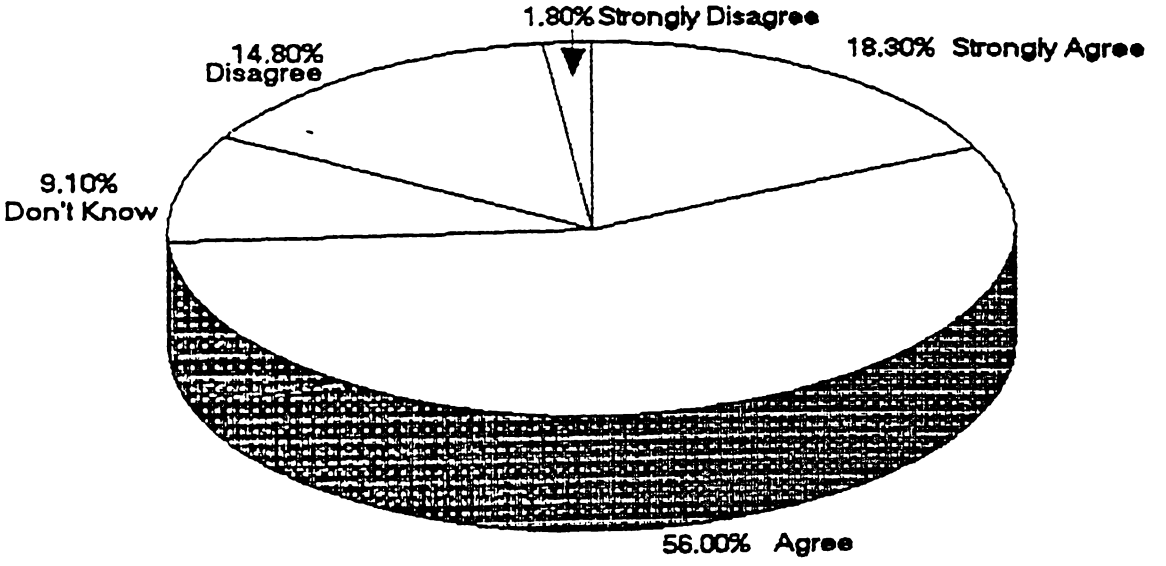
CATEGORY G: EXTERNAL ENVIRONMENT

The Influence of the 1987 National Conference Reform on the Local Community--External Environment

No.	Item	Percentage				
		1	2	3	4	5 *
1.	The branching system employed in the secondary stage meets the needs of the community by turning out skilled manpower.	17.4	39.4	15.6	23.9	3.7
2.	School curricula encourages students to support the local environment.	8.3	59.6	11.0	20.2	0.9
3.	The use of educational technologies enable students to deal with the external environment efficiently.	26.6	56.9	7.3	8.3	0.9
4.	Educational programs utilize abilities of gifted students.	14.8	50.5	10.8	21.1	2.8
5.	Educational development programs help slow learners to participate in practical life.	11.9	44.0	18.4	22.9	2.8
6.	School activities help eliminate social differences among students.	19.3	67.0	2.7	10.1	0.9
7.	Extra-curricular and voluntary activities improve the attitude of the community towards schools.	26.6	66.9	3.7	2.8	0
8.	Parent councils help to accomplish school goals.	18.4	54.1	6.4	17.4	3.7
9.	Schools do their best to utilize all social facilities to accomplish their goals.	21.1	66.1	6.4	6.4	0
	AVERAGE	18.3	56.0	9.1	14.8	1.8

* 1: Strongly Agree 2: Agree 3: Don't Know 4: Disagree 5: Strongly Disagree

Figure 7: Pie chart representing the average percentage frequency of all questions in Category G, Table 7 on page 108.



Interviews and Observations

This section analyzes the interviews of twelve professors from Jordan and Yarmouk universities, eight general directors and department heads in the MOE, four superintendents (Educational Directorate Directors), twelve teachers, six school principals, and three researchers from the Higher Council for Science and Technology. All interviews were conducted in the area of Amman because the NCER was held there. Also, interviews were both structured and unstructured. The comments that are cited from interviews are representative and collaborated by other interviewees as well. The comments which are not supported by other interviewees, literature, or observations are not included in this research disscussion. The observation data were collected while the author conducted the questionnaire, interviews, and personal visits to no more than fifty pioneer schools in the entire Kingdom.

Pioneer Schools From the Perspective of Principals and Educational Professors in Jordan

The researcher reviewed all the reports that pioneer school principals provided to the MOE from 1989 to March 30, 1992. All reports emphasized that

pioneer schools in Jordan need more money, follow up and supervision from the MOE or the Educational Directorates, clear philosophy and mission, and more information about the definition of pioneer schools (Official document, pioneer school reports).

In an interview with Miss Nejood Hawamdeh, the person in charge of following up on pioneer schools and collecting the schools' reports, explained that there is no real difference between pioneer schools and non-pioneer schools. However, she explained that labeling some schools as pioneer gives administrators some motivation to take care of their school more than before. Miss Hawamdeh further explained that the only accomplishment of pioneer schools thus far concerned the school environment in areas that had little impact on student achievement such as school gardens, student government, etc. (Personal interview, March 1992).

Like Hawamdeh, the following professors said that the pioneer school in Jordan is nothing more than a label: Dr. Anmar Al-Kaylany, Dr. Salameh Tanash, Dr. Anwar Al-Sa'eed, Dr. Bassam Alomary, Dr. Kamal Dawanee, and Dr. Hanee Abdulrahman from Jordan University. From Yarmouk University, Dr. Radah Khateeb, Ahmmad Khateeb, and Dr. Ezat Ouzaizee, and from the Higher Council for Science and Technology, Dr. Taiseer Al-Nahar and

Dr. Yasmeen Hadad agreed that "pioneer school" is only a label (Personal interviews, March 1992).

The researcher visited most of the pioneer schools in Jordan and observed the difference between pioneer and non-pioneer schools. The pioneer schools visited had many creative ideas and projects. However, the researcher believes that those projects were not related to the concept of pioneer schools as was defined by policymakers. Pioneer school principals were busy establishing school gardens, exhibits, student governments, creating new methods for filing, and painting the school walls. Those schools didn't conduct any research or studies to show the relationship between what they do and what students want. Also, none of those school administrators knew if there is any significance to what they do and student achievement (Personal observations of pioneer schools in Jordan).

In an unpublished study about pioneer schools, Dr. Yasmeen Hadad concluded that pioneer school administrators do not know what the goals are of pioneer schools. They also have never read anything about pioneer schools or effective school literature. Administrators are expected to produce "something creative" in their schools without having clear and defined means to achieve these goals. However, the

study showed that those administrators were very supportive of the idea of pioneer schools when the goals and objectives were explained to them.

Also, the MOE does not have systematic follow up procedures to guide pioneer schools, nor does it provide pioneer schools with any funds to accomplish their programs; therefore, educational directors do not know what to do. More surprisingly, Dr. Sayel Ibadat explained in an interview that the idea of pioneer schools was not based on any literature but on Crown Prince Hassan's conventional wisdom. Therefore, the idea of pioneer schools exists on paper and not truly in reality of the Jordanian educational system.

The Role of Jordanian Universities in the 1987 NCER

Based on the researcher's interviews with College of Education professors in Jordanian universities, there is no real planning between the universities and the MOE concerning the pre-service programs. Professors expressed that the reform failed to establish the criteria of modern teaching licenses, or as it was called in the reform--the teacher certification program (Salameh Tanash, Ahmmad Khateeb, and Radah Khateeb, personal interviews, March 1992). Also, in an interview, Dr. Anmar Al-Kaylany explained that the

University of Jordan does not know anything about the new teacher certification program. He also said that teachers, as well as the MOE, rarely implement what colleges request in the area of teaching and schooling. Obviously, reform is single-minded and completely controlled by the Minister of Education and his deputies.

Dr. Kamal Dawanee explained that the reform did not produce anything new. He said that College of Education professors should design the criteria for modern teaching licenses and for supervision and evaluation. He believes that teacher colleges in Jordanian universities were almost excluded from the conference (Personal interview, March 1992).

Attitudes Toward the 1987 NCER

The news is not encouraging when reading about the current reform movement and real improvement in Jordanian school outcomes as a result of the 1987 NCER. This new reform does not come close to giving principals and teachers self-autonomy over their schools. Nor does the reform promise to professionalize teaching and teachers. As a matter of fact, one superintendent who was interviewed for this study said that without having a teachers union, nothing can be changed in the

profession of teaching (Personal interviews with school superintendents, March 1992).

If educational reformers in Jordan thoughtfully plan for reform and try to involve all those who know about technology, they would realize that the promise of technology is a long way from being fulfilled (Al-Kaylany, personal interview, March 1992). The obstacles to the fulfillment of technology's promise in education are formidable. The lack of financial resources and expertise in Jordan make it unlikely that schools will soon integrate technology wisely and effectively into their instructional programs. The present organization and operation of schools is incompatible with full use of these tools (Al-Nahar, personal interview, March 1992).

Technology will become an integral part of the instructional program and truly benefit students if schools change the organization of time, the relationship between students and teachers, the structure of curriculum, and the methods in which teaching and learning are carried out (M. Tarawneh, personal interview, March 1992). The question that remains unanswered is whether Jordanian schools are ready for technological changes and will they accept the changes readily and hire the technologists in order

to benefit students.

Looking back at the reform goals and what has been accomplished in the area of educational structure and instruction, it is obvious that there is a gap between both prospective curriculum changes and the instructional and educational structure innovations (Al-Nahar, personal interview, March 1992). Also, the law did not touch upon issues such as decentralization of educational decisions, nor did it recognize the right of teachers to have their own union. Basically, the law was a modification of Law 16, 1964 without adding any real meat to its bones (Tanash and Alomary, personal interviews, March 1992).

Another accomplishment is the provision of a more solid grounding in basic knowledge and skills of students through an extension of basic (compulsory) education from nine years to ten (See Appendix 4). The MOE did not use empirical evidence as a basis for its decision to make this extension, and it is still unclear that this would be beneficial to students and to the country as well (Personal interviews with department heads, March 1992). Furthermore, there is no current enforcement of the compulsory education law. For different reasons, some students choose not to go to school or their parents choose not to send

them and the MOE has never done anything to force those students to comply with the law (Farah, personal interview, March 1992). In addition, the compulsory law does not protect the educational rights of disabled students. Therefore, changing the period of basic education from nine to ten years without changing the law to reflect the real concept of compulsory education and implementing it, would have no significance for Jordanian students in particular and for the educational system in general (Personal interviews with school principals, March 1992).

The last accomplishment in this area is the organization of secondary education to contain a two-year comprehensive secondary cycle with a unified core curriculum and establishing a specialized applied technological secondary system. The law organizes the secondary cycle and alters the names pertaining to each cycle without varying the content of each stage. For example, the secondary level in the new law is exactly as the old one except for a few changes in the labeling of the stages in this cycle. The schools and curricula remain the same (Personal interviews with school teachers, March 1992). It would be very important, though, if the changes happened to create more awareness of vocational education and the concept

of comprehensive schools as the reformer requested or at least pointed where the changes are needed (T. Ibadat, personal interview, March 1992).

Policymakers in Jordan consider that changes in the law were the result of reform. They also believe that the changes created by the law were important and necessary to carry out the reform objectives (Personal interviews with general directors, March 1992).

Teachers, school principals, and school superintendents who were interviewed for this study agree that there is a need to involve teachers in the process of the reform. Also, they agree that the MOE should allocate funds to school districts and have them change their system as they deem appropriate. Furthermore, all school professionals who were interviewed agree that teachers and administrators should have their own union.

Finally, all interviewed teachers, principals, and school superintendents as well as the researcher believe that the 1987 NCER may produce some positive change since the King, Crown Prince Hassan, and the government have been involved throughout the process of implementing the reform recommendations. However, university professors think that the 1987 NCER is like the previous reform since it is not based on empirical

evidence and has no clear goals and objectives explaining what change is needed.

Most interviewees agree that problems facing the NCER are: lack of finances, unrealistic expectations especially in the area of curriculum and school buildings, and political problems as a result of the Gulf War. Also, they agree that financing will always be an obstacle to the reform recommendations. Dr. Anmar Al-Kaylany explained that the NCER lacks real planning, and he expected reform results to be unproductive. While Dr. Yasmeen Hadad agrees with Dr. Al-Kaylany, she added that policymakers and reformers need to establish a follow up system to solve problems that are facing or may face the NCER recommendations.

CHAPTER SEVEN

Summary, Conclusion, and Recommendations

Summary

The philosophy and goals of education in Jordan were first established in the Law of Education No. 16, 1964 and further developed in Law No. 27, 1988. Both laws declared that the foundation of educational philosophy is democracy of education for all people, and the function of educators is to help individuals make the best use of their abilities.

Since its establishment, the MOE remains the sole source of decision-making, innovation, and financing of education. Because the Minister makes all decisions in the MOE, most changes that occur are for political purposes more than for innovation. Therefore, the frequent and abrupt changes of the Ministers of Education and the MOE organization led to a state of instability in the general policy of the MOE. This fluctuation in the major decisions of the MOE explains the reasons for the weaknesses of schools and the educational system in Jordan.

His Majesty King Hussein realized the necessity for a comprehensive assessment of the educational system

in the country and called for a national program for educational reform. Also, His Royal Highness Crown Prince Al-Hassan committed himself to supervise a coordinated national plan to conduct a comprehensive review of the educational system to make it more relevant to national development needs. Consequently, the government and the MOE have committed themselves to reconstructing and modernizing the entire educational system. All of this thought led to the September 6, 1987 National Conference for Educational Reform (NCER) which was held under the patronage of His Majesty King Hussein.

The principles of the NCER aimed at raising the quality of education to give Jordan the skills and knowledge to develop its domestic technological capacity and maintain its comparative advantage in a region-wide labor market. To achieve such objectives, the reform focused on educational policy, educational structure, curricula and textbooks, technology of education, teacher education effectiveness, educational administration, school-plant facilities, and the role of universities.

In order to provide means and ways for better applications of the conference recommendations, a comprehensive operational plan has been prepared. This

plan, "The Comprehensive Developmental Plan: 1988-2000," includes action programs relevant to these areas. Each action program has an overall objective, specific objectives, procedural measures, time schedule, and cost estimation as shown by the table on page 123 (Progress of Education in Jordan, 1989).

In the area of effective school research, the study emphasizes the similar findings between all researchers as to what an effective school is. A partial list includes a highly visible principal, a good relationship between parent and the community, teacher understanding of the principles of learning, lower absenteeism, clear and consistent discipline, few classroom interruptions, cooperative families, adequate facilities, clear objectives, and parent involvement. Generally, in all effective schools, the school personnel, parents, and students are informed of the school's academic goals. Also, the research shows that principals in effective schools are structural, organizational, curriculum, and supervisory leaders. Effective school research supports the premise that creating an effective school requires the leadership, collaboration, and support of the school board and the central office.

Pioneer schools, however, set out to provide integrated and distinguished educational services under

ESTIMATED COST DISBURSED ON IMPLEMENTATION SCHEDULE

Development Programs	1988	1989	1990	1991	1992	1993	1994	1995		M.J.D.
A. Educational Structure:-										
- Acceptance exam termination.										
- Application of Ed. Structure										
B. Curricula and text-books:-	0.5	0.7	0.8	0.9	1.0	0.3	0.3	0.2		Total 4.7
- Preparing curricula	0.4	0.4								0.8
- Preparing text-books	0.1	0.3	0.7	0.7	0.7					2.5
- Evaluating and amending text-books			0.1	0.2	0.3	0.3	0.3	0.2		1.4
C. Educational Features	0.1	0.3	1.1	1.5	1.8	2.2	2.6	3.0	5.7	Total 18.3
- Graduate teachers certification		0.1	0.2	0.3	0.4	0.4	0.4	0.4	1997 0.6	2.8
- Undergraduate teachers certification	0.1	0.2	0.9	1.2	1.4	1.8	2.2	2.6	1998 5.1	15.5
D. School Buildings and Facilities:-	2.8	21.1	36.4	42.5	42.5	39.7	17.3			Total 202.3
- Construction of new school buildings	2.8	17.6	32.4	36.0	35.0	32.2	17.3			172.3
- Extensions to owned schools.		3.5	4.0	7.8	7.5	7.5				30.0
E. Educational Technology:-	1.1	5.1	5.1	4.0	2.7	2.6				Total 20.6
- Teaching aids Laboratories, and libraries.		2.8	2.8	2.8	2.8	2.8				13.0
- Education: source centres.		1.3	1.3	1.3						3.9
- Computer laboratories	1.1	1.1	1.1							3.3
- Technical training.		0.1	0.1	0.1	0.1					0.4
F. Educational Administration:-	0.4	0.7	0.7	0.7	0.7					Total 3.2
- School principals certification	0.2	0.4	0.4	0.4	0.4					1.8
- Supervisors Certification		0.1	0.1	0.1	0.1					0.4
- Health centers	0.2	0.2	0.2	0.2	0.2					1.0
Total	4.9	27.9	44.1	49.6	48.7	44.6	20.2	3.2	5.7	249.1
General Budget, Local Loans and Assistance	4.9	27.9	22.1	24.6	24.7	22.6	10.2	3.2	5.7	146.4
World Bank/ Sector Loan	..	..	22.0	25.0	24.0	22.0	10.0	..	..	103.0

Ministry of Education (1989). Progress of Education in the Hashemite Kingdom of Jordan 1986-1988. A report submitted to the 41st Session of the International Conference on Education in Geneva, 1989 (p. 26).

the cover of the Jordanian educational system to improve the level of student achievement. The second function of pioneer schools involves the utilization of facilities and expertise available in pioneer schools in conducting various educational experiments. However, from the researcher's interviews and observations of pioneer schools in Jordan, the idea of pioneer schools exists on paper and not in reality; the name "pioneer" is no more than a prestigious label. None of those school administrators know if there is any significant relationship between pioneer schools and student achievement.

Since the purpose of this study is to measure the influence of recommended reform by the 1987 NCER in Jordan, the descriptive research method is found to most closely fit the study's purpose. Also, the study is based on the attitude questionnaire, interviews, and observations as tools to achieve its purpose. As a part of testing the study's validity and reliability, alpha was found to be 0.9509.

The study shows an average of 47.6% of the respondents agree that the principles discussed in Category A have a positive impact on teacher efficiency. An average of 47.8% of respondents agree that the principles discussed in Category B will have a positive

influence on student performance. In Category C, an average of 41.2% of the respondents agree that the principles will have a positive impact on school administrator efficiency. In Category D, 61.2% of the respondents agree that the principles will improve the quality of school curricula. An average of 51.0% agree that the principles in Category E will positively influence the school environment. In Category F, an average of 52.1% of the respondents agree that the principles will improve the quality of research and development. Finally, in Category G, an average of 56.1% of the respondents agree that the principles discussed will have a positive impact on the external school environment. This means that the principles of 1987 NCER, if applied, will be sound and will have the support of school administrators.

Conclusion

The study attempts to answer these questions about the 1987 NCER:

Q1. What are the recommendations of the 1987 NCER?

Q2. What changes occurred in schools, teachers, administrators, curriculum, and governance because of this reform movement?

Q3. Did, or will, this reform create the condition it sought to create?

Q4. What is left to be done?

Q5. What are the obstacles facing the National Conference reform?

Q6. What other obstacles might be faced in the future while in the process of this reform?

Q7. How can these obstacles be avoided?

The first five questions are addressed in Chapter Three since this chapter deals with the principles of the 1987 National Conference reform. So far, the reform succeeds in establishing the new Educational Act No. 27, 1988, expanding basic education from nine years to ten, and establishing pioneer schools (Teacher's Message, 1990). However, the most important thing about any reform event is not what happened, but the significance and meaning of what happened. There is no significant change in student achievement tests, teacher professionalism, and the school organization as a whole. The changes that the law addresses in this area do not actually achieve the purpose of the changes themselves. In describing the importance of understanding the meaning of educational change and how to cope with it, Fullan (1982) said,

> In understanding and in coping with educational changes it is essential to find out what is happening at the classroom, school, and local levels of education as well as at the regional and national levels. Neither level can be understood in isolation from the other. (p. 12)

Most teachers and directors of education who were interviewed for this study did not feel that the NCER included them in all decisions concerning their schools. Obviously, if those teachers and administrators do not feel ownership to their schools and to the profession, teaching and learning would be a boring and useless vocation. Reformers ought to include and encourage school administrators to evaluate their schools and to report what conditions and facilities are needed to improve schools, their programs, and then support teachers in the implementation of these programs. In "Practical Motivational Strategies for Teacher Performance and Growth," Lynn Lehman (1989) said, "Teachers must be able to develop their potential in the fullest, derive satisfaction from personal achievement, and grow professionally. . . . fostering positive regard will increase empathy among staff members and students in addition to creating a cooperative environment for accepting advice and program development." (p. 77, 80). Fullan (1982) stressed the importance of looking at the whole picture when dealing with reform. He said,

"changes in actual practice along the three dimensions--in materials, teaching approaches, beliefs--what people do and think--determine the outcome of change" (p. 35). Also, Fullan expressed the importance of teachers' involvement because they know more about students than any one else:

> Innovations may contain many good ideas and resources, but they assume conditions different from those faced by teachers. Other times, innovations are strongly advocated in terms of the supposed benefits for students, without clear evidence that the particular teacher's particular students would share the benefit. (p. 115)

The argument still remaining is whether or not the reform will create the conditions it sought and raise the quality of education in the whole Kingdom. The 1987 NCER reform did not succeed in establishing clear goals and objectives to raise the quality of education. Instead, it came with ambiguous goals, without a plan of action to evaluate events and activities that would provide immediate feedback, and without any alternative plan to cover the expenses of reform considering that the country has an eight billion dollar deficit. Levine and Leibert (1987) explained why planning fails and suggests the following to policymakers and programmers:

> Do not overload schools or allow them to overload themselves as part of a futile bureaucratic attempt to 'demonstrate' that they are doing everything possible to improve

> achievement. . . . Assistance from the central office must be furnished primarily through technical support from persons, not forms to fill out and deadlines to meet on paper. (p. 406)

Pioneer schools in Jordan are assumptions in the mind of planners (policymakers and developers) which overload principals and teachers with problems that may not be solvable and without funds to do the job. Pioneer schools are an example of the mistaken belief that reform has the ability to create effective schools. These schools have nothing more than a new label. In their book Organization Development in Schools, Schmuck and Miles (1971) explained school efficiency as

> The degree to which resources, such as the capabilities and attitudes of students and staff, as well as the quality of curriculum materials, are optimally integrated and processed to produce the desired products: namely, capable, competent, responsible, and happy persons. (p. 214)

Schools in Jordan are still the same and pioneer schools are no exception. Fullan (1982) explains as follows:

> many educational changes have been "adopted" without any clear notion as to their specific meaning. It is quite likely that this practice is changing as a result of experience and tighter resources. People in education have been burned often enough in the past to be much more careful in making decisions about taking on unproven new change programs; and limited resources force them to be more choosy. (p. 43)

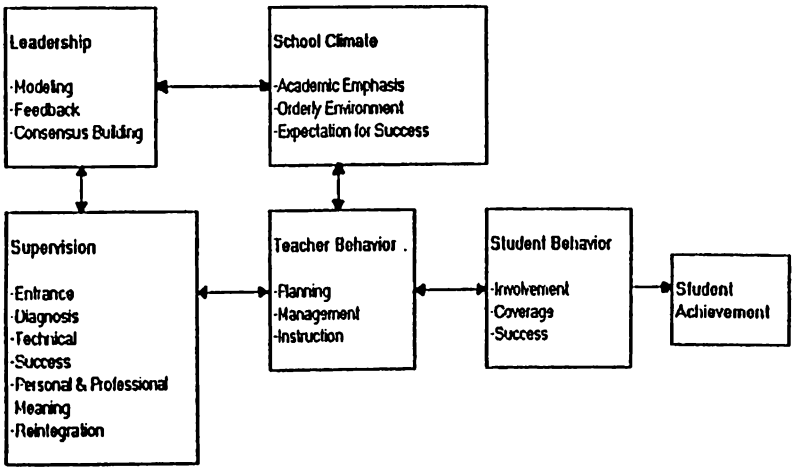
Jordanian policymakers and reformers are urged to improve the public's image of teaching and to create more job satisfaction and higher morale at the teaching and administrative levels. By doing so, more effective schools can become a reality. Greg Druian (1985) said, "The term 'effective' refers to schools where there is satisfaction on the part of parents, pupils, and educators that pupils are learning what they need to learn" (p. 5).

It is not an easy task to define the term "teacher satisfaction." Some educators have said it is related to intrinsic and extrinsic motivation. Others have said that it is related to increases in salary. Kathy Leslie found the following results from a survey of teachers in the Beaverton, Oregon school districts, "of the thirteen general satisfaction categories listed in the survey, six were shown to have the greatest influence on overall job satisfaction: teaching decisions, school working conditions, professional recognition, salary, benefits, and job status" (p. 20). Jordanian reformers are invited to include an incentive program in their reform plan to make it more practical and beneficial.

Most of the school effectiveness research view schools as organizations that affect student achievement. Also, there is agreement that a school's

organization consists of its personnel (teachers and supervisors), administrative leadership, and school climate. David Squires, William Huitt, and John Segars (1983) created a model for improving school and classroom effectiveness by combining the above mentioned factors for organization, see Figure 1.

Figure 1: A Model for Improving School and Classroom Effectiveness



* Source: Effective School and Classroom: A Research Based Perspective (p. 4).

Understanding and analyzing this model may help Jordanian policymakers and educators answer the question "What can pioneer schools do to improve student achievement?" If this concept is understood, the next challenge will be to define student achievement measures to see if pioneer schools achieve their purpose and goals. Then, if pioneer schools succeed in achieving the set goals, this practice can be generalized in all Jordanian schools. This outward model shows how the school's organization affects student achievement. It is logical to treat the school as a whole entity if the concern is to make the entire school more successful. Schmuck and Miles (1971) assert that "organization development attempts to help an organization move toward modes of operation that produce the environment which employees and the organization itself need to achieve maximal effectiveness" (p. 73).

Thus, education reformers have a significant challenge for their reform to work. They have to deal with schools as organizations, establish teacher organizations (unions) so teachers feel professionalism, and encourage students to participate in educational decisions. Generally, site-based management is encouraged.

Fullan (1982) explains that students should be

participants in the process of change rather than just beneficiaries:

> When adults do think of students, they think of them as the potential beneficiaries of change. They think of achievement results, skills, attitudes, and jobs. They rarely think of students as participants in a process of change and organizational life. (p. 147)

Students can exercise power in determining and implementing curriculum. The content of curriculum, organization of classes, choice of classroom method, curriculum sequencing, and criteria for success, all can be subject to review, guidance, and management by students. All of this power, except student government in pioneer schools, is not exercised in Jordanian schools nor is it advocated by the 1987 NCER. The researcher advocates empowering students because otherwise they will view classwork as dull, avoid certain courses, feel alienated and distanced from their goals and that of instruction, and finally drop-out of school. Appendix 8 shows the drop-out and failing student rates in Jordanian schools, a disturbing fact that Jordanian reformers must live with until it changes.

Finally, reformers have to be sensitive to Jordan's changing economic and political climate and adhere to that in their plans. For example, the new democratic

movement needs to be addressed and reflected upon in school curricula. To avoid such obstacles and the ones that might arise, reformers must help schools develop goals for themselves according to the economic and political circumstances. Also, they have to help establish a "task force" for each educational directorate to work cooperatively in a collegial team both at the governorate and Kingdom level. This task force will set priorities to get things done, and design a careful human resource and projection plan for each school district and for the whole country.

The author believes that the National Conference reform failed to deal effectively with most of the issues concerning real improvement in Jordan's educational system. For example, the changing of Law No. 16, 1964 did not add any significant changes that are needed in the system such as decentralization of educational decisions, nor did it recognize the right of teachers to have their own union (Personal interviews with superintendents and education professors from Jordan University, March 1992). The law also did not protect the rights of the disabled and gifted learners nor did it produce any tools to enforce the compulsory cycle for all students. Therefore, the changes that the law addresses do not actually achieve the purpose of

the changes themselves (Personal interviews with school administrators, March 1992). Furthermore, the reform failed to establish a criteria for teacher certification program (Al-Kaylany, personal interview, March 1992).

Looking back at the reform goals and what has been accomplished, it is obvious that there is a gap between both prospective curriculum changes and the instructional and educational structure innovations. Unfortunately, some of the reform ideas are regressive instead of pushing forward for a better system and a more effective way of educating Jordanian pupils. Thus, the central challenge for reformers remains to persuade teachers to accept change and reflect it in their classrooms. The Jordanian educational system still does not facilitate teacher involvement in reshaping their classrooms and schools. Also, the system is still failing to involve parents in schools and their children's instruction.

Laying the foundations of the philosophy of education is a tremendous job; however, the more important goals are to put these principles into effect and offer them in a way that is understandable to our students. The researcher still feels that most educators lack understanding of this philosophy when it comes to the adaptation of these beliefs. Poor

implementation of this philosophy can be easily understood from the historical review of education in Jordan.

The philosophy of education is not reflected in the school level. The MOE is the sole source of decision making and all changes are for political purposes more than for innovation. There is still a need to make real changes at the administrative level and with the curriculum in order to produce quality education.

Recommendations

From observing the pioneer school practice in Jordan, there was clearly no involvement between the local environment and the pioneer schools. The concept of pioneer schools is not clear in the minds of those school teachers and principals, nor was it clear to the public and local environment. Therefore, it is suggested that pioneer schools need to implement the following recommendations:

1. Produce a guide book explaining the pioneer school concept and suggested plan for future and creative activities which may help in achieving the goals and objectives of such schools.
2. Work cooperatively with the superintendent's

office and the MOE to better utilize school facilities and open them for the local community activities as well.

3. Campaign, through newspapers, radio, television, and scholarly magazines, to explain the role of pioneer schools in developing the local community and in increasing student achievement.
4. Work cooperatively with the superintendent's office, the MOE, and the business community to create an incentive plan for pioneer school teachers and workers to be motivated and produce more.
5. Work cooperatively with all those who care about schools to create a well-developed human resource plan for pioneer schools in order to do a better job.
6. Conduct workshops, conferences, and in-service training programs for all pioneer school staff in order to raise efficiency levels.
7. Rely on empirical evidence instead of conventional wisdom when making any decisions concerning students and schools.
8. Implement new teaching methods, evaluation and supervision plans as well as a new method to allow teachers to share in decision-making in

order to help teachers grow professionally.

9. Encourage student organizations and give needed support to help develop student character through a six-dimension wellness model (physical, occupational, emotional, educational, spiritual, and social) so that upon graduation, students will enter into society as well-rounded individuals.
10. Modify or improve school facilities to be prepared for all students--disabled, gifted and normal.
11. Encourage teachers to be creative and open-minded to various methods of teaching.

The MOE is the only agency responsible for evaluating all schools and the school system in Jordan. Teachers frequently have a small part in this and do little more than answer a few questions or briefly demonstrate their teaching skills. In order to maintain a workable plan for this kind of evaluation, the MOE may consider the following suggested points:

1. Establish an evaluation criteria in which the evaluators review each school's curriculum, organization or design, pupil activities, administration, library services, guidance

personnel, and faculty.

2. Seek the help of Jordanian universities and professional agencies in the educational field.
3. Use cooperative surveys which represent a compromise between external survey and self-surveys in which staff members of the school system organize to study their own curriculum and facilities.

In regard to National assessment and statewide testing, there is one major national exam in Jordan that is taken at the end of the secondary school. The MOE administers this exam and evaluates it by paying teachers overtime to get all the papers graded (Personal observation). Although the author agrees with the national exam in Jordan, it is necessary to delegate some of the MOE authority to the educational directorates to conduct this exam. Also, it is very important to prepare students for the exam--how to take it and which kind of questions to expect. It would be very wise if the educational agencies analyze the exam before the MOE administers it to the students, because the people who write the tests are not the same people who teach the students. The exam should measure what students are learning and what teachers

consider worth teaching. One needs only to read Jordanian newspapers to see that students, parents, and concerned educators disagree with the MOE's manner in conducting the exam and believe that the exam is not measuring what it seeks to measure.

Teachers can improve the quality of their instruction if assisted by a competent supervisor. Moreover, teachers and supervisors should have a common goal--the improvement of instruction so that students will experience the fullest growth possible. Therefore, teachers should be observed more than once a year in their classrooms since the goal of the evaluation is providing assistance to them in growing professionally. Also, it is necessary to have a conference after the formal observation has taken place.

Teacher evaluation in Jordan is based on the principal's report and approximately one visit every two or three years from the educational directorate's inspectors. This kind of evaluation is mostly held for promotional purposes, not instructional. Thus, in order to apply clinical supervision in teacher evaluation, emphasis should be put on positioning effective principals in schools and giving them some authority over their schools to be able to carry out their responsibilities. This method is deemed

appropriate considering that effective schools require strong leadership.

Teacher supervision and evaluation is one of the most important elements to review in the Jordanian educational system. Educational leaders should consider transferring all inspectors from the educational directorates to the public schools as principals, because Jordanian schools are very much in need of instructional principals. If the system succeeds in hiring effective principals, then it will be easy to apply foreign clinical supervision and evaluation methods from the countries which have been using these methods successfully for a long period of time, such as the United States.

Schools in Jordan are too mechanical because they are teaching only memorization and don't teach observation and reasoning. This fact, by itself, is enough reason to review the educational system. However, before making any changes, a person should consider many variables which have a severe impact on Jordan's educational system. The variables are: the social, political, and legal effects and the school climate. Changes in these variables should be planned with the consideration of the environment in which people operate and the individuals who occupy those

environments.

The suggested 1988-1998 plan to improve the educational system based on the 1987 National Conference recommendations should contain an orientation to goals, comprehensiveness, and continuity which should be accomplished with imagination, skills, and appropriateness. Also, the plan should have diagnostic worth, validity, and reliability to measure the effects of an educational experience accurately on repeated occasions. Finally, planners should consider these steps in their plan to be more practical:

1. Make all elements of the program clear to teachers, students, political leaders, and to ordinary citizens.
2. Determine priorities for further planning of the evaluation and have a vision for prospective goals.
3. Arrange for the collection and use of evidence to support any changes that might occur.
4. The degree of control school districts have over programs, resources and staff should be clearly defined, and the plan should contain specific guidelines for such control.
5. Determine the cost effectiveness for the project plan and create a detailed plan to follow

through.

6. Devise a follow-up plan to receive continuous feedback on the project plan.

The 1987 National Conference recommended reform emphasized the importance of curricula improvement in all school levels. However, the reform did not show any student or teacher involvement. Teachers and students are very important and if they are not invited to give their ideas about how to implement the planned changes, it is not going to work. It is important to have the people in the school auspices participate in all the steps of the plan so they can feel ownership and implement it. The author suggests the following changes in the National Conference curriculum reform plan:

1. Emphasize the usage of classical content as in literature and music. The recent plan lacks these needs.
2. Review the class schedule and add Art in both basic and high school levels.
3. Permit pupils to elect subjects which they would like to study.
4. Establish an evaluation system at the directorate level to follow up and provide

feedback as deemed appropriate.

5. Organize pupil time in several brief and generally equalized periods--"time-on-task."
6. Provide programs which focus on the needs of low-achieving students, and programs which emphasize high-order cognitive skills such as reading, comprehension, and problem-solving.

With this in mind, the MOE needs to establish its own plan, at the directorate level, to improve the whole educational system in Jordan. The author suggests the following guidelines for the MOE to improve the system:

1. Establish a criteria by which a plan to meet the needs of school teachers, students, administrators, facilities, and classified and non-classified personnel.
2. Allow educational directorates freedom to experiment and research within a controlled setting.
3. Establish a system where most of the budget for school district instructional services are allocated at the school level. Also, the system should allow principals and teachers to decide what services to buy and where.
4. Emphasize a limited number of objectives in

education so they can be easily carried out.

5. Devise a means of evaluation and accredation system for public and private schools in Jordan.
6. Take appropriate action to change the new law from its present form in which it lacks the tools to enforce the compulsory education act and lacks the comprehensiveness to include all special education children and gifted students to a new form of law which will best fit all students, schools, teachers, administrations, and the schooling operation in general.

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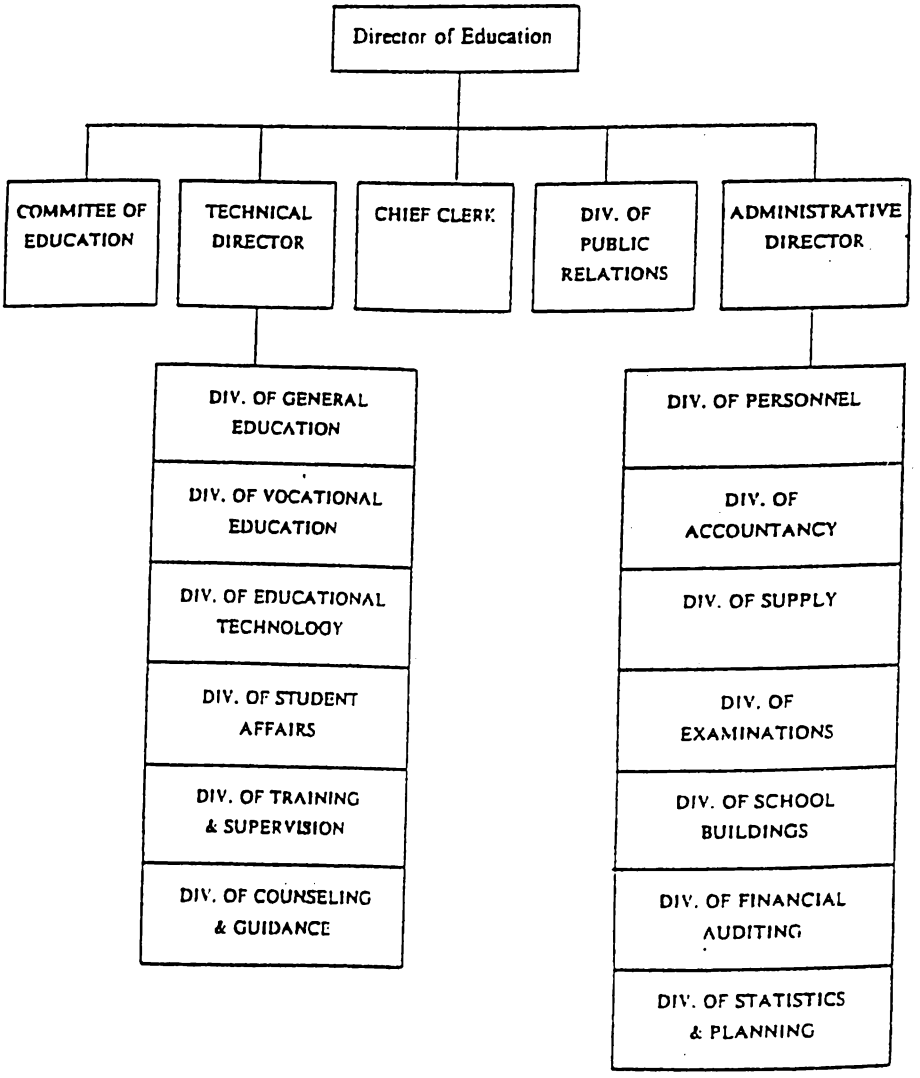
APPENDIX 1

Chart of the organizational structure of the directorates of education in the governorates and districts of Jordan (Ministry of Education, 1990).

Ministry of Education (1990). The Development of Education in the Hashemite Kingdom of Jordan 1988-1989 (p. 43).

Appendix (8)

Organizational Structure of The Directorates of Education in The Governorates & Districts of Jordan



• CURRENTLY, THERE ARE (23) DIRECTORATES OF EDUCATION : -

Greater Amman (1), Greater Amman (2), Private Education, Suburbs of Amman Zarqa, Madaba, Balqa, Ramtha, Deir Alla, South Shouneh, Karak Ma'an, Tafilch, Aqaba, Al-Qasr, South Mazar, South Ghor, Bani Kenana, Mafraq, Ajloun, Jerash, Al-Kourah.

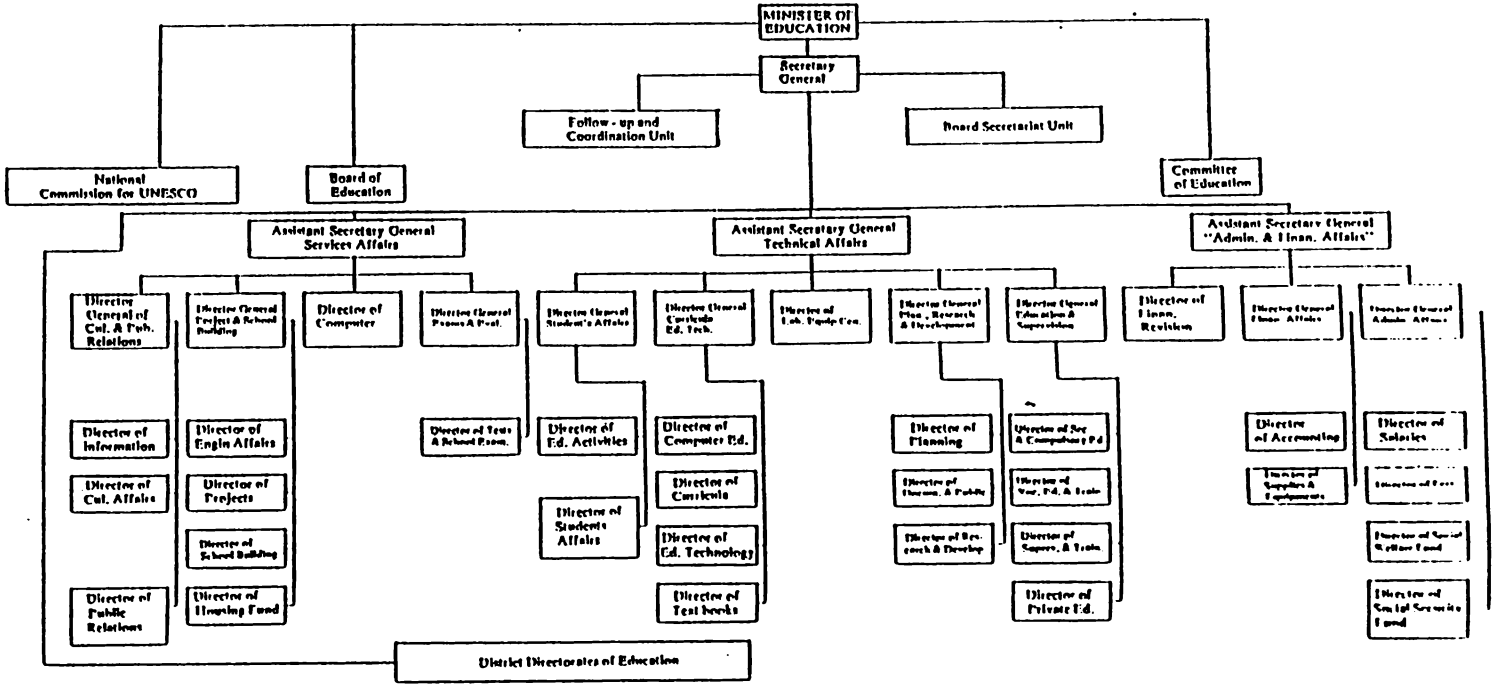
Note : Some Directorates of Education may have more than one Technical and Administrative Director; e.g. Greater Amman (1) & (2).

APPENDIX 2

Chart of the organizational structure of the Ministry of Education (Ministry of Education, 1990).

Appendix (2)

ORGANIZATIONAL STRUCTURE
MINISTRY OF EDUCATION
1989



Ministry of Education (1990). The Development of Education in the Hashemite Kingdom of Jordan 1988-1989 (p. 42).

APPENDIX 3

Chart of comparative statistics of the Ministry of Education's budget and its percentage to budget for the last ten years (Ministry of Education, 1990).

Edu. Expenditures :

نفقات التعليم :

مقارنة موازنة وزارة التربية والتعليم ونسبتها المئوية لموازنة الدولة العامة المقدرة خلال السنوات الدراسية العشر الأخيرة

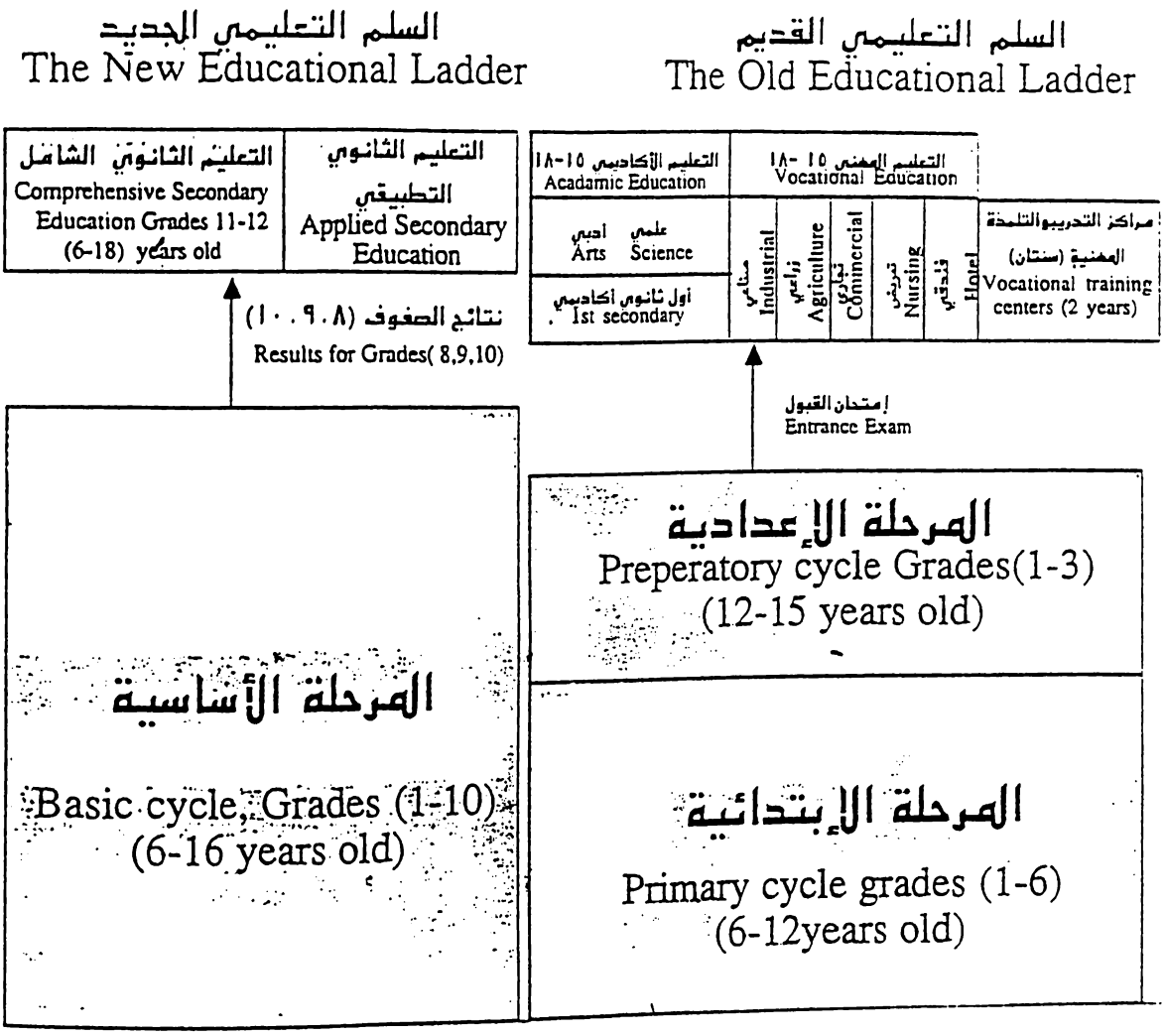
Comparative Statistics of the Ministry of Education Budget and its Percentage to Budget for the Last Ten Years

النسبة المئوية الى ميزانية الدولة Percentage to State Budget	ميزانية وزارة التربية Ministry of Educ. Budget	الميزانية العامة للدولة State Budget	السنة المالية Fiscal Year
8.0 %	50,781,000	638,250,000	1981
8.0 %	61,563,000	765,600,000	1982
8.2 %	63950000	775370000	1983
8.5 %	65540000	770200000	1984
8.6%	70,400,000	811,222,000	1985
8,3%	77,000,000	923,705,000	1986
7,5%	76,575,000	1,018,672,000	1987
7.71%	82.902.000	1.075.447.000	1988
8.33%	92.230.000	1.035.386.000	1989
8.75%	103,442,000	1,181,603,000	1990

Ministry of Education (1990). The Educational Statistics Yearbook 1990/1991 (p. 14).

APPENDIX 4

Chart of the New Educational Ladder and the Old Educational Ladder (Ministry of Education, 1990).



Ministry of Education (1990). Plan of Action for Educational Reform (1989-1998).

APPENDIX 5

English and Arabic copies of a letter sent to the Minister of Education requesting permission to conduct a questionnaire for this study.

بسم الله الرحمن الرحيم

معالي وزير التربيه والتعليم الأكرم

تحية طيبة وبعد.

أرجو أن أعرض لمعاليكم بأنني أقوم باعداد دراسة كأساس لرسالة دكتوراه في التربيه حول قياس درجة فعالية جوانب التطوير التربوي المختلفه من حيث قدرتها على زيادة كفاءة العمليه التربويه. وقد اخترت هذا الموضوع رغبة مني في المساهمه في اثراء هذا القطاع الهام والذي يعتبر أساسا لتنمية الأنسان الأردني بكافة فئاته.

ونظرا لأن طبيعة الدراسة تقتضي الحصول على بيانات من الأدارات المدرسيه فإنني التمس من معاليكم الموافقه على توزيع هذا الأستبيان على المدارس المتواجده في مناطق عمان الكبرى علما بان هذه البيانات ستستخدم لأغراض البحث العلمي فقط والذي يسعدني تزويدكم بنسخة من نتائجه حين التوصل اليها.

شاكرا تعاونكم.

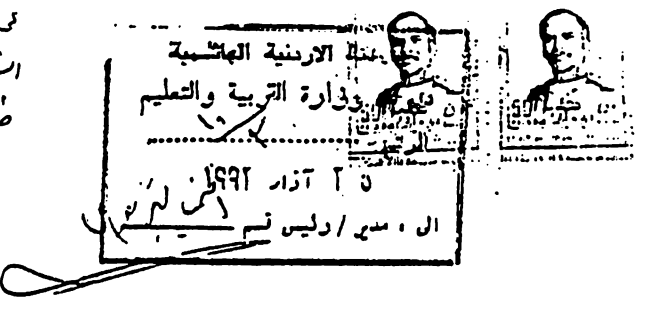
وتفضلوا معاليكم بقبول فائق الاحترام

الباحث

خليف الطراونه

عمان ١
عمان ٢
الشميساني
ضواحي عمان

المملكة الاردنية الهاشمية
وزارة التربية والتعليم
٢٥ آذار ١٩٩٢
الى : مدير / رئيس قسم



Your Excellence, the Minister of Education;

It is my pleasure to inform you that I am conducting a study to complete my Ph.D in Education.

The purpose of this study is to measure the efficiency of the various aspects of educational development in raising the efficiency of the educational process.

I would be grateful if you grant me a permit to elicit data from the field by distributing a questionnaire among the school principals in the directorate of Greater Amman.

The information obtained will be used for research purposes only, and I will be pleased to provide you with a copy of the dissertation as soon as it is completed.

Yours sincerely,

Ekhleif Tarawneh

APPENDIX 6

English and Arabic copies of a letter sent to school superintendents from the Minister of Education and a letter sent to school principals from the Director of Education requesting their assistance in answering the questionnaire.

The Hashemite Kingdom of Jordan

Ministry of Education

March 25, 1992

To: School Superintendent of Amman Directorate One
School Superintendent of Amman Directorate Two
School Superintendent of Amman Suburb Directorate
School Superintendent of Private Education

Subject: Educational Research

The researcher, Ekhleif Tarawneh, is conducting a study entitled "The Influence of Educational Development Programs on the Efficiency of Schools in Jordan from the Perspective of School Principals." This study is a partial fulfillment of the requirements for the Ph.D degree at the University of Kansas, U.S.A. The sample for this study will be a number of school principals in your directorate; therefore, I hope that you will help him and facilitate his task.

Yours sincerely,

Minister of Education

Copy to: Head of Educational Research Division

بسم الله الرحمن الرحيم

THE HASHEMITE KINGDOM
OF JORDAN

MINISTRY OF EDUCATION

المملكة الأردنية الهاشمية

وزارة التربية والتعليم

Ref. No. .....

Date

الرقم ١٠/٣ ١٠٢٥٦

التاريخ ٢٢/٩/١٤١٢

الموافق ٢٥/٣/١٩٩٢

مدير التربية والتعليم لعمان الاولى
مدير التربية والتعليم لعمان الثانية
مدير التربية والتعليم لضواحي عمان
مدير التربية والتعليم لشؤون التعليم الخاص

الموضوع /البحث التربوى

يقوم الباحث خليف الطراونه باعداد دراسة بعنوان تأثير برامج التطوير التربوى على فعالية المدارس الاردنية من وجهة نظر المديرين : دراسة ميدانية وذلك استكمالا لمتطلبات الحصول على درجة الدكتوراة من جامعة كنساس في الولايات المتحدة الامريكية.
ويحتاج لذلك الى تطبيق مقياس على عينة من مديرى ومديرات المدارس التابعة لمديريتكم .
ارجو تسهيل مهمة الباحث المذكور وتقديم المساعدة الممكنة له .

واقبلوا الاحترام

وزير التربية والتعليم

نسخة لرئيس قسم البحث التربوى

مدير التخطيط
نيلسي شبارو

تلفون : ٨/٦٦٩١٨١ ص ب : ١٦٤٦
تلكس : ٢١٣٧٦ فاكس : ٦٦٦٠١٩
دوار رقم ١٩/٤١٤

The Hashemite Kingdom of Jordan
Ministry of Education

April 6, 1992

Dear School Principals,

In reference to the letter from the Ministry of Education No. 3/10/10256, dated 2/25/1992, researcher Ekhleif Tarawneh is conducting a study entitled "The Influence of Educational Development Programs on the Efficiency of Schools in Jordan from the Perspective of School Principals." This study is a partial fulfillment of the requirements for the Ph.D degree at the University of Kansas, U.S.A. The sample of this study will be a number of school principals; therefore, I hope that you will help him and facilitate his task by carefully reading and answering the questionnaire items, and returning them to the Directorate of Education within a week.

Yours sincerely,

Director of Education

بسم الله الرحمن الرحيم
المملكة الاردنية الهاشمية
وزارة التربية والتعليم
مديرية التربية والتعليم لعمان الكبرى الاولى

الرقم :- خ ا/٢٦/١٠/٢٩٢٢
التاريخ :- ١٤١٢/١٠/٤
الموافق :- ١٩٩٢/٤/٦

مدير/ مديرة مدرسة
الموضوع/ البحث التربوي

السلام عليكم ورحمة الله وبركاته :-

اشارة لكتاب معالي نائب رئيس الوزراء وزير التربية والتعليم رقم ٣/١٠/١٠٢٥٦ تاريخ ١٩٩٢/٢/٢٥ .

يقوم الباحث/ خليف الطراونه باعداد دراسة بعنوان " تأثير برامج التطوير التربوي على فعالية المدارس الاردنية من وجهة نظر المديرين" دراسة ميدانية وذلك استكمالا لمتطلبات الحصول على درجة الدكتوراه من جامعة كنساس في الولايات المتحدة الامريكية .

ويحتاج لذلك الى تطبيق مقياس على عينه من مديرين ومديرات المدارس

ارجو تسهيل مهمة المذكور بعد قراءة الاستبيان المرفق بعناية فائقة واعادة الاستبيان الى قسم التعليم الاكاديمي في المديرية خلال فترة اسبوع من تاريخه .

واقبلوا الاحترام

مدير التربية والتعليم

نسخة/ معالي نائب رئيس الوزراء وزير التربية والتعليم اشارة لكتابه اعلاه .
نسخة/ رئيس قسم التعليم الاكاديمي .

خالد النبتيتي

APPENDIX 7

English and Arabic copies of the questionnaire.

Dear School Principal,

This is a study to measure the efficiency of educational development procedures in accomplishing the goals pertaining to increasing the efficiency of schools in Jordan. The educational development fields have been taken from the Educational Development conference held in Amman in 1987, whereas the criteria for measuring the efficiency have derived from the related literature.

The study aims at measuring the influence of educational development programs on the efficiency of schools in Jordan from the perspective of school principals.

I would be very grateful to you if you would carefully answer this questionnaire. The alternative answers provided for each question have the following meanings:

1. Strongly Agree (I strongly agree with the content of this statement.)

2. Agree (I agree with this statement in various respects.)

3. Don't Know (I don't know the answer or I am not sure of it.)

4. Disagree (I don't agree with some aspects of this statement.)

5. Strongly Disagree (I strongly disagree with the content of this statement.)

I appreciate your cooperation.

Ekhleif Tarawneh
Researcher

Please check [ ] the appropriate data immediately below. Do not write your name. After each following item, please place a check mark in the column that represents the alternative which best fits your reaction to each statement.

Sex:	Male [ ]	Female [ ]	
Profession:	School Principal [ ]	Superintendent [ ]	
	General Director at the Ministry [ ]		
Supervising Authority:	Government [ ]	Private [ ]	N/A [ ]
School Classification:	Pioneer [ ]	Ordinary [ ]	N/A [ ]
School:	Basic [ ]	Secondary [ ]	N/A [ ]

CATEGORY A: TEACHER

No.	Item	Alternatives				
		1	2	3	4	5*
1.	Law of Education No. 27, 1988 allows teachers to participate in curriculum design.					
2.	Law of Education No. 27, 1988 encourages development of teacher performance.					
3.	Increasing basic education to 10 years instead of nine makes the teaching load more convenient.					
4.	Developing school curricula in accordance with the 1988-1998 plan reinforces teacher creativity and critical thinking.					
5.	Using educational technologies improves performance and teaching methods.					
6.	Availability of educational facilities improves performance of teachers.					
7.	Teacher qualifying programs increase the efficiency of teachers.					
8.	Developing instructional programs enables teachers to teach more efficiently.					
9.	Activating the role of teacher-parent associations supports the teacher's role in the educational process.					
10.	Developing administrative techniques increases the productivity of teachers.					
11.	Objective evaluation of teachers improves their performance.					
12.	School administration allows teachers to help in designing courses.					

* 1: Strongly Agree 2: Agree 3: Don't Know
4: Disagree 5: Strongly Disagree

No.	Item	Alternatives				
		1	2	3	4	5*
13.	Educational development fields enable teachers to develop their performance.					
14.	Teachers conduct educational research.					
15.	Employing efficient supervisors improves teacher performance.					

CATEGORY B: STUDENT

1.	Increasing the stage of basic education to 10 years instead of nine improves student achievement.					
2.	Branching secondary education into academic and vocational streams meets the needs of students.					
3.	Curricula promotes scientific thinking among students.					
4.	New curricula improves the ability for students to learn by themselves.					
5.	Educational technologies improve student achievement.					
6.	The two-shift system negatively affects student achievement.					
7.	Rented school buildings are adequate and convenient for learning.					
8.	Appropriate teaching facilities improve student achievement.					
9.	Appropriate educational facilities develop various student skills.					
10.	Pre-service teacher-qualifying programs improve student achievement.					
11.	Basic education programs include specific fields to meet needs of gifted students.					
12.	Curricula designers take the needs of slow learners into consideration.					
13.	Student clubs develop student creativity.					
14.	Teacher-parent associations play an important role in improving student achievement.					
15.	School disciplinary regulations help to control student behavior.					
16.	Students are allowed to participate in research and development.					

* 1: Strongly Agree 2: Agree 3: Don't Know
4: Disagree 5: Strongly Disagree

CATEGORY C: ADMINISTRATION

No.	Item	Alternatives				
		1	2	3	4	5*
1.	New educational law allows more authority to school administrators.					
2.	Increasing the stage of basic education to ten years facilitates the role of school administrators.					
3.	School administrators promote positive trends toward productivity.					
4.	School administrators encourage the spirit of team work.					
5.	Improving the efficiency of educational administrators improves administration.					
6.	Successful administrative evaluation techniques promote improved performance among administrators.					
7.	Educational technologies improve administration.					
8.	Availability of appropriate school facilities helps in accomplishing administrative tasks.					
9.	Qualified members of staff enable administrators to perform their tasks more efficiently.					
10.	Teacher-parent associations establish links between the administration and local school communities.					
11.	Participation of administrators in research and educational development fosters appropriate decision-making.					

CATEGORY D: CURRICULA

1.	Educational development programs help to establish modern curricula.					
2.	Diversifying the streams of sencondary education meets student needs.					
3.	Curricula strengthens the ties between education and the community's needs.					
4.	Educational technologies make curricula more appropriate to students' abilities.					

* 1: Strongly Agree 2: Agree 3: Don't Know
4: Disagree 5: Strongly Disagree

No.	Item	Alternatives				
		1	2	3	4	5*
5.	Teacher training programs enable teachers to implement curricula more efficiently.					
6.	Educational development programs have a variety of educational activities.					
7.	Completed development research projects help to modernize curricula.					

CATEGORY E: SCHOOL ENVIRONMENT

1.	Law of Education No. 27, 1988 specifies the teacher-student relationship.					
2.	Law of Education No. 27, 1988 promotes a link between various aspects of the educational process.					
3.	The atmosphere of service in light of new curricula improves the relationship between students and teachers.					
4.	School buildings affect the availability of learning opportunities.					
5.	Terminating the two-shift system allows students to participate in extra-curricular activities.					
6.	Large, spacious buildings enable schools to have more facilities: libraries, labs, etc.					
7.	Student clubs promote a good environment for research and participation among students.					
8.	Qualifying educational administrators enables them to use the school environment more efficiently.					

CATEGORY F: RESEARCH AND DEVELOPMENT

1.	New educational law encourages research and development as a means for change.					
2.	Educational technologies enable researchers to obtain accurate data about the conditions of education.					
3.	Laboratories are used for research.					

* 1: Strongly Agree 2: Agree 3: Don't Know
4: Disagree 5: Strongly Disagree

No.	Item	Alternatives				
		1	2	3	4	5*
4.	Educational research helps in studying the local community.					
5.	Studies and research projects improve learning opportunities in light of the rise in the number of students.					
6.	Teacher training programs are planned in accordance with the needs of teachers.					
7.	Parent councils provide schools with adequate information about students.					
8.	Decisions are made scientifically and objectively.					

CATEGORY G: EXTERNAL ENVIRONMENT

1.	The branching system employed in the secondary stage meets community needs by turning out skilled manpower.					
2.	School curricula encourages students to support the local environment.					
3.	The use of educational technologies enables students to deal with the external environment efficiently.					
4.	Educational programs utilize the abilities of gifted students.					
5.	Educational development programs help slow learners to participate in practical life.					
6.	School activities help in eliminating social differences among students.					
7.	Extra-curricular and voluntary activities improve the community's attitude toward schools.					
8.	Parent councils help in accomplishing the goals of schools.					
9.	Schools do their best to utilize social facilities to accomplish their goals.					

* 1: Strongly Agree 2: Agree 3: Don't Know
4: Disagree 5: Strongly Disagree

Thank you for your cooperation.

بسم الله الرحم الرحيم

الأخ العزيز / الأخت العزيزة

السلام عليكم ورحمة الله .

يقوم الباحث باعداد دراسة أكاديمية لقياس كفاءة عمليات التطوير التربوي في تحقيق الأهداف المتعلقة بزيادة فعالية المدارس الأردنية.وقد تم اعتماد مجالات التطوير كما وردت في مؤتمر التطوير التربوي الذي عقد في ايلول ١٩٨٧. في حين ان معايير قياس الفعالية قد تم اشتقاقها من أدبيات الموضوع

إن الهدف من الدراسة هو قياس تأثير برامج التطوير التربوي على فعالية المدارس الأردنية من وجهة نظر المديرين . لذا ارجو التكرم بقراءة الجمل الواردة في هذا الإستبيان بعناية فائقة ثم وضع دائرة حول الرقم الذي يمثل اجابتكم الى أقرب حد ممكن . وفيما يلي شرح لمعاني الأجوبة .

١. أوافق بشدة (أي انك توافق بشده على ما في هذه العبارة)
٢. أوافق (أي انك توافق على ما جاء في هذه العبارة من نواحي كثيرة)
٣. لا أعلم (أي انك لست متأكداً أو انك لا تعرف الإجابة)
٤. لا أوافق (أي انك لا توافق على ما في هذه العبارة من بعض النواحي)
٥. لا أوافق بشدة (أي أنك لا توافق بشدة على ما جاء في هذه العبارة)

شاكراً تعاونكم واهتمامكم من أجل اخراج هذه الدراسة الى حيز الوجود في سبيل تعاوننا جميعاً نحو واقع ومستقبل تربوي افضل .

وتفضلوا بقبول فائق الاحترام

الباحث
خليف الطراونة

ارجو التكـرم بوضع (√) في المكان المناسب لكل اجابة . كما وارجو عدم ذكر الإسم .

الجنس : [ ] ذكر [ ] أنثى

المهنة : [ ] مدير مدرسة [ ] مدير تربية [ ] مدير عام في الوزارة

السلطة المشرفة [ ] حكومية [ ] خاصة

تصنيف المدرسة [ ] ريادي [ ] عادي

المدرسة : [ ] اساسي [ ] ثانوي

أ - المعلـــم

الرقم	اسم الفقـــــرة	أوافق بشدة	أوافق	لا أعلم	لا أوافق	لا اوافق بشدة
٠١	يتيح قانون التربية والتعليم رقم ٢٧ لسنة ١٩٨٨ الفرصة للمعلمين للاشتراك في وضع المناهج .	١	٢	٣	٤	٥
٠٢	يساعد قانون التربية رقم ٢٧ لسنة ١٩٨٨ على تطوير أداء المعلمين	١	٢	٣	٤	٥
٠٣	تعديل سنوات التعليم الأساسي لتكون عشر سنوات بدلاً من تسع تجعل العبء التدريسي أكثر ملاءمة للمعلمين.	١	٢	٣	٤	٥
٠٤	تطوير المناهج المدرسية حسب الخطة العامة للتطوير التربـــوي (١٩٨٨-١٩٩٨)يعزز قدرة المعلم على الإبداع والنقد	١	٢	٣	٤	٥
٠٥	استخدام التقنيات التعليمية بطور أداء المعلمين وطرقهم في التدريس .	١	٢	٣	٤	٥
٠٦	توفير المرافق التعليمية المناسبة تساعد على تحسين أداء المعلمين	١	٢	٣	٤	٥
٠٧	برامج تأهيل المعلمين تساهم في رفع كفاياتهم.	١	٢	٣	٤	٥
٠٨	تطوير البرامج التعليمية تمكن المعلمين من ممارسة التعليم الفعال.	١	٢	٣	٤	٥
٠٩	تطوير فعاليات مجالس الآباء والأمهات يعزز دور المعلمين في العملية التربوية .	١	٢	٣	٤	٥
١٠	تطوير اساليب الإدارة التربوية يتيح للمعلمين العمل في جو من الرضى مما يزيد من انتاجيتهم .	١	٢	٣	٤	٥
١١	اتباع الطرق الموضوعية في تقييم عمل المعلمين يساهم في تحسين أدائهم .	١	٢	٣	٤	٥
١٢	تفسح الإدارة المدرسية المجال أمام المعلمين للإسهام في وضع المناهج .	١	٢	٣	٤	٥
١٣	توفر مجالات البحث والتطوير التربوي أمام المعلمين الفرصة الكافية لتطوير أدائهم .	١	٢	٣	٤	٥
١٤	يسهم المعلمين في القيام بالبحوث والدراسات في مجال التربية .	١	٢	٣	٤	٥
١٥	اختيار العناصر الكفؤة من المشرفين التربويين كما نصت عليها خطة التطوير التربوية يساهم في تحسين أداء المعلمين .	١	٢	٣	٤	٥

ب - الطالب

الرقم	اسم الفقـــــرة	أوافق بشدة	أوافق	لا أعلم	لا أوافق	لا اوافق بشدة
٠١	تعديل سنوات الدراسة في المرحلة الأساسية لتكون ١٠ سنـــوات بدل من ٩ سنوات يؤدي الى رفع المستوى التحصيلي عند الطلبة	١	٢	٣	٤	٥
٠٢	تفريع التعليم الثانوي الى مسارات أكاديمية ومهنية تطبيقية يتفق مع ميول الطلبة .	١	٢	٣	٤	٥
٠٣	تسهم المناهج في تعميق أسلوب التفكير العلمي عند الطلبـــة	١	٢	٣	٤	٥
٠٤	تنمي المناهج المراد تعديلها حسب خطة التطوير التربوي قـــدرات الطلبة في التعليم الذاتي	١	٢	٣	٤	٥
٠٥	التقنيات التعليمية المستخدمة تساعد على رفع المستوى التحصيلي عند الطلبة	١	٢	٣	٤	٥
٠٦	نظام الفترتين في استخدام الأبنية المدرسية يؤثر على مستوى تحصيل الطلبة	١	٢	٣	٤	٥
٠٧	الأبنية المدرسية المستأجرة تشكل بيئة تعليمية مناسبة .	١	٢	٣	٤	٥
٠٨	المرافق التعليمية المناسبة تساهم في رفع مستوى التحصيل عنـد الطلبة .	١	٢	٣	٤	٥
٠٩	المرافق التعليمية المناسبة تنمي مهارات الطلبة في مختلف المجالات.	١	٢	٣	٤	٥
١٠	برامج تأهيل المعلمين قبل الخدمة تساهم في رفع مستوى التحصيل عند الطلبة .	١	٢	٣	٤	٥
١١	تتضمن برامج التعليم الأساسي مجالات محددة تتناسب مع الطلبة الموهوبين	١	٢	٣	٤	٥
١٢	يراعى في وضع المناهج حاجات بطيء التعليم .	١	٢	٣	٤	٥
١٣	تساهم أندية الطلبة العلمية في المدرسة في تنمية الإبداعات عند الطلبة .	١	٢	٣	٤	٥
١٤	تحقق مجالس الأباء والأمهات دوراً بارزاً في تحسين المستـــوى التحصيلي عند الطلبة.	١	٢	٣	٤	٥
١٥	تسهم اجراءات الإنضباط المدرسي في ضبط سلوك الطلبة .	١	٢	٣	٤	٥
١٦	تفسح مجالات البحث والتطوير الفرصة أمام الطلبة للمشاركة فيها	١	٢	٣	٤	٥

جـ - الإدارة

الرقم	اسم الفقـــــرة	أوافق بشدة	أوافق	لا أعلم	لا أوافق	لا اوافق بشدة
١.	يساهم قانون التربية الجديد في منح صلاحيات اوسع للإدارات المدرسية	١	٢	٣	٤	٥
٢.	تعديل سنوات التعليم الأساسي الى ١٠ سنوات يسهل مهمـــة الإدارة المدرسية .	١	٢	٣	٤	٥
٣.	تساهم الإدارة المدرسية في تعميق الإتجاهات الإيجابية نحو العمل والإنتاج .	١	٢	٣	٤	٥
٤.	تساهم الإدارة المدرسية في تنمية العمل بروح الفريق .	١	٢	٣	٤	٥
٥.	تحقق التقنيات التعليمية مستوى افضل في الأداء الإداري .	١	٢	٣	٤	٥
٦.	وجود المرافق المدرسية المناسبة تساعد على انجاز المهام الإدارية .	١	٢	٣	٤	٥
٧.	توفر الهيئات التدريسية المؤهلة يمكن الإداري من النهوض بمسؤولياته .	١	٢	٣	٤	٥
٨.	تتيح مجالس الآباء والأمهات قنوات اتصال مناسبة بيـــن الإدارة والمجتمع المحلي .	١	٢	٣	٤	٥
٩.	رفع كفايات الإداريين في الحقل التربوي يساهم في تطوير مستوى الإدارة .	١	٢	٣	٤	٥
١٠	التقويم الإداري الناجح يعزز من فعاليات الإداريين .	١	٢	٣	٤	٥
١١.	مشاركة الإداريين في فعاليات البحث والتطوير التربوي تساعدهم في اتخاذ القرارات المناسبة	١	٢	٣	٤	٥

د. المناهـــج

الرقم	اسم الفقـــــرة	أوافق بشدة	أوافق	لا أعلم	لا أوافق	لا اوافق بشدة
١.	تساهم برامج التطوير التربوي في ايجاد مناهج دراسية حديثة	١	٢	٣	٤	٥
٢.	تنويع مسارات التعليم الثانوي يساهم في ايجاد مناهج ملائمة لقدرات الطلبة .	١	٢	٣	٤	٥
٣.	تعزز المناهج الربط بين واقع التعليم وحاجات المجتمع.	١	٢	٣	٤	٥
٤.	تساعد التقنيات التعليمية في جعل المناهج أكثر ملاءمة لقدرات الطلبة .	١	٢	٣	٤	٥
٥.	برامج اعداد المعلمين تمكن المعلمين من تنفيذ المناهج المدرسية وفق اهدافها.	١	٢	٣	٤	٥
٦.	برامج التطوير التربوي تراعي التنويع في النشاطات التربوية .	١	٢	٣	٤	٥
٧.	بحوث التطوير المنجزة تساهم في تحديث المناهج .	١	٢	٣	٤	٥

هـ. البيئة المدرسية

١.	يساعد قانون التربية والتعليم رقم ٢٧ لسنة ٨٨ في رسم العلاقة بين المعلم والطالب .	١	٢	٣	٤	٥
٢.	يعزز قانون التربية والتعليم الربط بين عناصر العملية التربوية المختلفة .	١	٢	٣	٤	٥
٣.	يساهم مناخ العمل والإنتاج في ظل البرامج الجديدة في تطوير العلاقة بين الطالب والمعلم .	١	٢	٣	٤	٥
٤.	يؤثر البناء المدرسي في الفرص التعليمية المتاحة للطالب .	١	٢	٣	٤	٥
٥.	التخلص من نظام الفترتين في الأبنية المدرسية يعطي الطالب فرصاً للمشاركة في النشاطات الموجهة (اللاصفية) .	١	٢	٣	٤	٥
٦.	سعة البناء وملاءمته يسهل من توفر المرافق الضرورية كالمكتبة والمختبر	١	٢	٣	٤	٥
٧.	تساهم الأندية الطلابية في ايجاد بيئة علمية وبحثية للطلبة	١	٢	٣	٤	٥
٨.	تأهيل الإداريين التربويين يساعد على استغلال البيئة المدرسية بصورة فعالة .	١	٢	٣	٤	٥

و. البحث والتطوير

الرقم	اسم الفقـــــرة	أوافق بشدة	أوافق	لا أعلم	لا أوافق	لا اوافق بشدة
١.	يشجع قانون التربية الجديد على البحث والتطوير كأداة للتغيير .	١	٢	٣	٤	٥
٢.	استخدام التقنيات التعليمية بكما وردت في خطة التطوير التربوي مكن الباحثين من الحصول على بيانات دقيقة ومفصلة عن الواقع التعليمي.	١	٢	٣	٤	٥
٣.	يتم استغلال المختبرات المدرسية في عملية البحث العلمي .	١	٢	٣	٤	٥
٤.	يساهم البحث والتطوير التربوي في دراسة المجتمع المحلي دراسة شاملة	١	٢	٣	٤	٥
٥.	تُعدّ برامج تأهيل المعلمين تبعاً لحاجات مدروسة ومخطط لها.	١	٢	٣	٤	٥
٦.	تقدم مجالس أولياء الأمور معلومات كافية عن أحوال الطلبة .	١	٢	٣	٤	٥
٧.	تعتمد أساليب البحث العلمي ونتائجه في عملية صنع القرارات	١	٢	٣	٤	٥
٨.	تساهم الدراسات والبحوث في توفير فرص تعليم مناسبة في ضوء الزيادة المتوقعة في اعداد الطلبة .	١	٢	٣	٤	٥

ز- البيئة الخارجية

١.	يلبي نظام التفريع المتبع في المرحلة الثانوية حاجات المجتمع من الأيدي العاملة المدربة .	١	٢	٣	٤	٥
٢.	تساهم المناهج الدراسية في حث الطلاب على تعزيز البيئة المحلية .	١	٢	٣	٤	٥
٣.	استخدام تقنيات التعليم في التدريس تمكن الطالب من التعامل مع البيئة الخارجية بصورة سليمة .	١	٢	٣	٤	٥
٤.	تحقق برامج التعليم فرص الاستفادة من قدرات الموهوبين في الحياة العملية .	١	٢	٣	٤	٥
٥.	تساعد برامج بطيء التعليم في تمكينهم من المشاركة في الحياة العملية .	١	٢	٣	٤	٥
٦.	تسهل النشاطات المدرسية الممارسة من ازالة الفوارق الاجتماعية بين الطلبة .	١	٢	٣	٤	٥
٧.	تشارك مجالس الآباء والأمهات في تحقيق رسالة المدرسة .	١	٢	٣	٤	٥
٨.	تسهم برامج العمل التطوعي والنشاط الموجهة (اللاصفي) في تحسين نظرة المجتمع للمدرسة .	١	٢	٣	٤	٥
٩.	تعمل المدرسة علي الاستفادة من كافة المجالات الاجتماعية المكنة لخدمة اغراضها وتحقيق رسالتها.	١	٢	٣	٤	٥

اشكركم على تعاونكم

APPENDIX 8

Chart of the rates of promotion, repeaters, and dropouts by grade and sex (Ministry of Education, 1992).

نسب الترفيع والرسوب والتسرب حسب الصف والجنس

Rates of Promotion, Repeaters, and Dropouts by Grade and Sex

الصف Grade	الجنس Sex	نسبة الترفيع Promotion Ratio	نسبة الرسوب Repeaters Ratio	نسبة التسرب Drop-Out Ratio
أول IST. Grade	مجموع T	96.56	2.08	1.36
	ذكور M	96.87	2.08	1.05
	اناث F	96.22	2.08	1.70
ثاني 2nd. Grade	مجموع T	96.70	1.80	1.50
	ذكور M	97.14	1.84	1.02
	اناث F	96.24	1.74	2.02
ثالث 3rd. Grade	مجموع T	97.90	1.77	0.33
	ذكور M	97.86	1.87	0.27
	اناث F	97.94	1.67	0.39
رابع 4th Grade	مجموع T	90.58	7.33	2.09
	ذكور M	91.25	7.16	1.59
	اناث F	89.87	7.51	2.62
خامس 5th Grade	مجموع T	86.43	9.23	4.34
	ذكور M	85.85	9.72	4.43
	اناث F	87.05	8.70	4.25
سادس 6th Grade	مجموع T	89.15	6.71	4.15
	ذكور M	87.86	7.47	4.67
	اناث F	90.55	5.87	3.58
سابع 7th Grade	مجموع T	82.88	9.25	7.87
	ذكور M	81.83	9.76	8.41
	اناث F	84.03	8.69	7.28
ثامن 8th Grade	مجموع T	84.40	7.17	8.43
	ذكور M	83.06	7.99	8.95
	اناث F	85.86	6.27	7.87
تاسع 9th Grade	مجموع T	85.08	4.92	10.00
	ذكور M	83.86	5.49	10.65
	اناث F	86.37	4.32	9.31
عاشر 10th. Grade	مجموع T	77.83	8.71	13.46
	ذكور M	78.49	9.47	12.04
	اناث F	77.15	7.90	14.95
الاول الثانوي 1st. Secondary	مجموع T	94.54	2.82	2.64
	ذكور M	94.49	3.64	1.87
	اناث F	94.60	1.93	3.47
الثاني الثانوي 2nd. Secondary	مجموع T	58.35	6.51	35.14
	ذكور M.	52.67	9.71	37.62
	اناث F	65.00	2.76	32.24

Ministry of Education (1992). The Educational Statistics Yearbook 1990/1991 (p. 131).