

# **The role of Principals of Secondary schools in Jenin in the Promotion the Cultural identity for students from the Perspective of teachers and students**

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## **Abstract**

This study aimed at revealing the role of secondary school principals in the city of Jenin in promoting the Palestinian cultural identity in their students from the point of view of teachers and students in the light of some variables. The researcher used the analytical descriptive method to implement her mission. The study community consists of all teachers and secondary school teachers in Jenin city In the first semester of the academic year 2018-2019, the number of (202) teachers and teachers, as well as all high school students in the city of Jenin during the first semester of the academic year 2018-2019 of (2143) students.

A total of (101) teachers were selected (50%) of the study population and (429) male and female students, (20%) of the study population distributed in (10) secondary schools .

In order to answer the study questions, the researcher prepared the study tool consisting of (40) paragraphs divided into five areas: "Curriculum, activities, classroom environment, contemporary cultural challenges, and human resources". Mean averages, standard deviations and some percentages were used, and a test for independent samples and One Way ANOVA was performed.

The results of the study showed that the ratings of the role of secondary school principals in the city of Jenin in promoting the Palestinian cultural identity in their students' view from the point of view of teachers and students were very low in all fields of study and in the overall field as well. In addition, there were significant differences in the teachers' appreciation of the role of secondary school principals in the city of Jenin in enhancing the Palestinian cultural identity of their students according to their gender and scientific qualifications. There are no statistically significant differences in the teachers 'assessment of the role of secondary school principals in the city of Jenin in promoting their Palestinian

cultural identity according to their years' experience: less than 5 years, 5-10 years, more than 10 years. It also showed that there were no statistically significant differences in the degree of appreciation of the role of secondary school principals in the city of Jenin in enhancing the Palestinian cultural identity of their students from their point of view according to the gender variable. There were statistically significant differences in the degree of appreciation of students for the role of high school principals in the city of Jenin in enhancing the Palestinian cultural identity in their students according to their variable and branch.

Based on the above results, the researcher recommended the necessity of conducting educational and cultural activities and activities, such as: theater performances, documentaries, educational trips, youth camps ... instilling and strengthening this Palestinian cultural system and introducing students to their culture, history, heritage and environment. And to employ strategies and methods of teaching and teaching methods to instill and strengthen values in harmony with the culture of Palestinian society. The values of cooperation, participation, integrity, tolerance, respect for the other, freedoms and social responsibility of students because they have a connection to the values of democracy, which can open up horizons for intergenerational dialogue, which will improve Palestinian cultural efforts and achievements and confront negative patterns that violate Palestinian cultural identity