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Teachers' View of High School Principals' Support for Meaningful Learning

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Abstract

We conducted this study to determine the extent "Teachers' View of High School Principals' Support for Meaningful Learning, during the second semester of the academic year 2016-2017, using the descriptive approach. The population consisted of all of the 94 secondary schools in Bethlehem governorate and in Negev Sector. The sample consisted of (240) teacher from both areas. We used the questionnaire to achieve the goals of the study. The results showed that Teachers' View of High School Principals' Support for Meaningful Learning was high with a mean of (3.73) over/out of (5). The result also revealed that there were no statistically significant differences in due to gender and academic qualifications. However, there were statistically significant differences due to years of experience in favor of less than Five and location in favor of Negev sector. In light of the results, we recommended that teachers can replace the traditional assessment to more meaningful assessment, apply technology applications at their work, and encourage the students to use the higher order thinking skills in their daily life. The principal should involve the meaningful learning spirit in building the school vision, and encourage cooperation between teachers rather than competition. The Palestinian Ministry of education should raise the awareness of the local communities about the importance of the meaningful learning at schools, to have more cooperation between the local communities and the schools, Adopting the Negev experience in implementing the meaningful learning theory, in order to apply it at the schools of Palestinian Ministry of education.

Keywords: High School Principals, Meaningful Learning, Palestine, positive psychology, positive education

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Introduction

Stalheim (1998) forward that life in schools focuses on learning. Teachers and principals learn continually as we teach and carry out our activities. They fight to improve learning environment and to facilitate learning for the students According to Ausubel (1963). People can benefit from technology used in business, health, care, and manufacturing. This technology applied in education even before the spread of the internet. Teachers used to convey this knowledge through lecturing, discussions, and readings. While many teachers, principals and district administrators, use new forms of project-based curricula and performance based on assessment-where students get information from many sources. The role of their teachers is as a coach and manager.

Barron and D-Hammond (2008) pointed out that nowadays many scholars report about the need for powerful leadership where learning focuses on the demands of life to prepare the students for twenty-first-century skills. Teachers help in avoiding the traditional academic approaches and the narrow tasks that are not going to develop students' ability for critical thinking and writing. Educators have to reach the heart of the education process through deliberate attempts to influence cognitive structure to maximize meaningful learning. Sometimes, teachers find it difficult to achieve it without organizing the curriculum to provide for the traumatic introduction of new facts and concepts. Ausubel (1960) believed that what influences learning is what the learners already know. Ausubel believed that deductive reasoning is the key to understanding concepts, principles, and ideas. Therefore, his theory relies on prior. New knowledge added to the events and objects that we already possess. There is a need for the new knowledge to interact with the learner's knowledge structure as opposed to the rote memorization. Ausubel's learning theory was advanced by Gagne (1975) one of the behaviorist theorists. Gagne brought the best of behaviorism and cognitive. Gagne believes that learning results in behavior changes that are observable.

Novak (2002) explained that Ausubel's theory covers the whole learning process from the planning to the assessment and the application. Meaningful learning helps the learner choose conscientiously to integrate the new knowledge that learner already possesses. Scientists who studied human learning agreed that the meaning constructed by human beings at birth is faulty or limited. This faulty and limited meaning can distort new meaning construction. Howland et al. (2012) pointed out that students mostly experienced standardized tests or memorized information. Schools have become testing factories. When students finish the high school they only know how to take tests, students seldom invest their knowledge in attempting to understand the knowledge being tested because the test is done individually.

Through the testing process there will be no need for cooperative learning, students will not develop conceptual understandings, learning to take tests does not result in meaningful learning. Through meaningful learning, students have to be willfully engaged in meaningful tasks as well as engage in active, constructive, intuitional, authentic and cooperative activities. The role of schools is to teach students how to recognize and solve problems. In order to achieve this goal, principals have to recognize and implement the curriculum around the meaningful learning activates.

According to Novak (2011), meaningful learning involves thinking and feeling. Rote learning studies recall information. Students are motivated only when they get the right answer. Whereas in meaningful learning students are rewarded intrinsically and there is usually a higher level of positive affect resulting. In rote learning, teachers tend to simplify the new knowledge and separate it from the real world. While in meaningful learning, teachers teach the new material with context.

Meaningful learning definition

Harpaz (2013) defined meaningful learning as "It is the rebuilding or the reorganization of knowledge that adds to the meaning of experience, and that increases the capacity to direct the course of subsequent experience.

On the other hand, it is a procedure in which the learner offers new meaning to his mental concepts, contents, ideas, insights, positions, attitudes that were learnt in the earlier and opens paths for learning more complex contents in the future.

Vallori (2014) defined the meaningful learning according to Ausubel, "the most important single factor that influences learning is what the learner knew." Therefore, meaningful learning, which implies longer retention than memorizing, occurs when humans relate new concepts to pre-exist familiar concepts. Then, changes are produced in our cognitive structure, concepts are modified and new links are created. It is a useful tool because it enables real learning, it generates greater retention and it facilitates transferences to other real situations.

Wei and Yue (2017,5) defined meaningful learning (as identified by Ausubel in Ausubel, 1963) as the most important learning principle)as a process signified by integrating new concepts and propositions with existing relevant ideas in some substantive ways, within one's cognitive structure.

"Meaningful learning," by definition, involves the acquisition of new meanings. New meanings, conversely, are the end products of meaningful learning. That is, the emergence of new meanings in the learner reflects the prior operation and completion of a meaningful learning process. Ausubel (2000).

The importance of Meaningful learning

Meaningful learning embodies "a distinctive kind of learning process." The learner employs a set to incorporate within his cognitive structure, nonverbal in fashion, in no arbitrary, potential meaningful materials. Meaningful learning does not mean learning of meaningful material. Meaningful material cannot be meaningful learned because it is only potentially meaningful. Meaningful learning should have components that determine the aspect of learning material or be potential meaningfully Ausuble (1963).

It is difficult to demonstrate that meaningful learning has occurred; the only feasible way is an independent problem-solving to check whether the learners comprehend meaningfully the idea they are able to verbalize. Problem solving demands other abilities and qualities to achieve such as, reasoning power, flexibility, perseverance, sensitivity, improvisation and tactical smartness. Ausuel (1968).

Ausuel (1968) pointed out that we can distinguish three distinct phases during meaningful reception learning and retention. First, before potentially meaning material can be learned, it must be perceived; the second phase is the learning- retention process that is observed by a relevant and appropriate inclusive conceptual system. The third phase is the reproduction of the retained information.

Meaningful learning requires both that learners manifest a meaningful learning set and that the learner should potentially absorb the material they are learning. When the learner establishes a meaningful learning relationship between new and established knowledge, then what the learner requires to involve both the nature of the learning task and the nature of particular learners' structure of knowledge, which is a more complicated matter than a meaningful learning set. Meaningful learning is an emergent outcome of the interaction between the ideas to be learned in the instructional material and relevant subsuming ideas in the learner's cognitive structure Ausubel (1963).

Ausubel (1963) add that Motivational factors (enhancing effort, attention and immediate readiness for learning) have a positive effect on ensuing meaningful learning, besides the cognitive variable that influences availability during the retention interval. In addition, the above factors influence the cognitive interactional process in the particular

aforementioned ways through the cognitive variables that determine precision, stability, clarity and discriminability, which emerges new meanings during learning.

Vallori (2014) illustrated the most vital principles in applying meaningful learning. Those are open: work assists all learners to learn, then motivation; they help increase classroom environment and make learners be involved in their tasks. In addition, they must be related to the environment of learners. They are also creative, which reinforces imagination and intelligence. Moreover, they are built on concept mapping, which helps to link and connect concepts. Finally, they are based on educational programs and must be adjusted in considerable to learners with special necessities.

According to Karpicke (2012), through meaningful learning, people have the ability to reconstruct knowledge rather than reproducing it exactly. People do not store the same copies of experiences that reproduce verbatim in retrieval because knowledge reproduced on the basic of present context and available retrieval cues. Understanding the process involved in retrieving and reconstructing knowledge is essential in order to understand learning. Because the act of retrieval itself is a powerful tool for enhancing long term learning. When people reconstruct knowledge, people's expression depends on a retrieval cues available in a given content. In addition, every time people retrieve knowledge, the knowledge is changed, so retrieving knowledge will improve their ability to regain knowledge again in the future. Retrieval is important for understanding learning because all types of knowledge requires retrieval and depends on of retrieval cues.

Novak and Gowing (1984) added “that meaningful learning needs an effective tool to visualize it by using a concept map to better understanding and an assessing concept map as a graphical tool for representing knowledge structure in the form of a graph. The nodes of graph represent concepts. The edge that runs between concepts represent relationships. Concept and relationships between them formulate propositions”. (p.5) concept maps require constantly integrated newly acquired concepts and relationships into existing concept maps. It is important that in meaningful learning the concept map can be modified to accommodate the change.

Principals can use the concept map as a tool to improve teaching, concept map-based on assignments has different formats, which has an impact on the outcomes. What makes incorporation of concept map into teaching is feasible: if you use the concept map tools and learning curves, a concept map can be constructed in many different ways Wie and Yue (2017).

How could principals use the theory of meaningful learning effectively? It is important that principals believe in meaningful learning theory as a tool for developing their schools by understanding how knowledge is produced and reconstructed, be certain of the significance of retrieval in implementing meaningful learning and besides, be aware of the concept map. This basic understanding can help principals develop their effectiveness in implementing meaningful learning. In this study, I will draw a picture about the role of the principal in fulfilling meaningful learning in schools, the importance of technology in adopting meaningful learning and the importance of alternative assessment in evaluating students in meaningful learning process.

The role of principals in supporting meaningful learning

Abaya (2016) emphasized that, managing competing tension and dilemmas need a successful leader. A successful leader should be able to run commuting as well as teaching and learning programs. Principals should be able to play the role of facilitators, share goals and trust. Levine (2011). Agreed that, this role enables principals to get of things a lot more easily when they have confidence in their teachers and students they help reinforce experience.

Sharkey et al (2016) sees that, Principals and teachers' great challenge is how to shorten the gap between teachers and students and between students and curriculum. Teachers reported that their work increased student's motivation and engagement. It fostered teacher-student relationship and valued the curriculum recourse.

Ng. et al. (2016) stated that, a successful leadership skills should be comprised of conflict resolution, role modeling, team building, vision building (develop a common and shared vision), should include various stakeholders in the process of decision making, develop the professional development tool for leaders and involve parents and community in the process of school improvements.

Miller et al. (2016) explained that researches look for kinds of professional development that develops leaders who can improve teaching and learning and for ways of how to involve teachers in leadership development to implement positive change in their schools.

Eger and Egerova' (2015) showed that, developing a successful educational reform requires effective leaders and managers. Principals can gain skills and knowledge from the experts in educational projects. Educational centers provide principals and deputy head teachers with training programs in labor law, and educational process and school financing. Training is to gain professional competencies. These courses are compulsory provided by the ministries of education.

Camburn et al. (2016) pointed out that professional development for principals should be coherence, which provide principals with authentic collaborative learning and problem-based experience that affects principals' attitudes toward a successful school management. Levine (2011) Added that, any change in schools should be done with more experienced teachers who are going to change their approaches to their work.

Miller et al. (2016) see that if we want to improve school, we need to support and to develop leadership effective: a leader assumes that school is successful when the relationship between school leadership and student successful is makeable. Principals should break with the post norms and start building trust and be collaborate with their staff ,so as to avoid being defensive and tried to the past to ease and support professional development in their schools. Levine (2011).

Ng. et al. (2015) described that principals have to elevate students' achievements, and to be effective instructional leaders, therefore new appointed principals should be provided with formal and informal support while they are applying what they have learnt in the workshops.

According to Eager and Egerova (2015) organizational success depends on the project management, which has grown rapidly worldwide. Principals are paying a lot of attention to projects based on approach, so the principals' role has widened, that is why it is important to develop relevant skills and knowledge. Principals should be aware of technical knowledge and lead team projects successfully; the result of training is to learn how to plan and manage school projects. Principals have to learn how to be effective and manage risks, to minimize the risk of failing, to achieve the project goals, and this factor may be the key that contributes to a project failure.

Fisher et al. (2010) explained that newly appointed principals (NAPs) need continuous professional development to face the impact of globalization on school development. NAPs are more confident when experienced principles work with NAPs as mentor or roles model. NAPs are requested to include programs, to answer challenging questions regarding legal matters of school education and a lawyer is expected to be the speaker. NAPs need firm leadership capability to reinforce themselves to face internal and external challenges.

Ng et al. (2016) added that, it is expected from principals to elevate students' achievements, and to be effective instructional leaders. Therefore NAP should be provided with formal and informal support while applying what they have learnt in the workshops.

Frye (1988) pointed out school administration should be involved in the universities preparation programs. When teachers face problems during their initial year, the teachers are more likely to leave teaching. The involvement of principals in such program can reduce the problem of leaving teaching of the beginning teachers.

Schwartz (1962) added that student- teacher programs play an essential role in developing the programs towards a highly motivated teacher who can run meaningful classes and build positive relations with the school staff effectively. The principals can affect the student-teacher programs positively because this kind of principals' attitude makes friendly impression on the student's teacher program. Principals must recognize that their involvement in student- teacher programs is vital. Principals must build teamwork among the class teacher, student teacher and the supervisor teacher.

Gaps in the Literature

There is a huge gap in applying meaningful learning between the schools in the Negev Sector and Bethlehem governate. Many researchers tackled this issue in the Negev Sector, While schools in Bethlehem governorate lack of researches that study this issue.

The originality of the present study

Principals have an important role in supporting meaningful learning, which has a pronounced positive effect in general. Education in the 21st century greatly needs such an approach in learning. Currently, the principal's role in supporting meaningful learning is still ineffective. The researchers work as high school teachers and feel the importance of the principal's role in supporting meaningful learning in both Bethlehem and Bedouin high schools.

The problem of the study is based on around the main question: To what extent do high school principals in the Bethlehem governorate and Negev Sector support meaningful learning from teachers' point of view?

Aim of the Study

The purpose of the study is to examine teacher perspectives toward the extent to which high school principals in the Bethlehem governorate and Bedouin Sector support meaningful learning. In addition, the study aimed to acknowledge if there are statistical differences in supporting meaningful learning by high school principals in Bethlehem governorate and Bedouin Sector from the teacher perspective.

Research Question

The Main Question: to what extent Teachers' View of High School Principals' Support for Meaningful Learning?

Based on the main question the following sub-question formed:

Is there a difference in the extent Teachers' View of High School Principals' Support for Meaningful Learning due to gender, location, years of experience, academic qualification?

Study Hypothesis

- There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of Teachers' View of High School Principals' Support for Meaningful Learning due to gender.
- There are no statistically significant differences at ($\alpha \leq 0.05$) in the means Teachers' View of High School Principals' Support for Meaningful Learning due to location.
- There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of Teachers' View of High School Principals' Support for Meaningful Learning due to years of experience.
- There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of Teachers' View of High School Principals' Support for Meaningful Learning due to academic qualification.

The Significance of the Study

The importance of the study appears in focusing on a new approach in education, which is Meaningful Learning. According to the researchers' knowledge, this research is the

first to tackle this subject. This study is one of a few studies that make a comparison in fields of education between the Palestinian system and the Negev system.

Definition of Terms

Meaningful Learning: defined by (Ausabel, 2000) "refers to a learning way where the new knowledge to be acquired is in relation with acquire the relation or with previous knowledge" (p 64).

Procedural definition: Meaningful Learning: In order to achieve understanding, any new content should be meaningful, and the learner has to relate it to prior knowledge in a meaningful way by using authentic learning and his own experience.

Bethlehem Governorate: Bethlehem Governorate is one of the largest West-Bank eleven governorates. It occupies 607.8 km2 of mass land and is bordered with Jerusalem Governorate in the North and Hebron Governorate from the South. (page 2)

Bedouin Sector: According to data from the Central Bureau of Statistics, in 2009 the Bedouin (Muslim) people of the Negev numbered 192,800 represent 27.4% of the total residents of the Negev (around 02,600). In 2009, the Bedouin citizens of the Negev constitute 15.6% of the total Arab population of Arab citizens Israel (1,239,230 not as well as the 296,370 Arab residents of East Jerusalem).

Research Design of the Study

The current study adopted the descriptive analytical approach. After collecting the data, the researchers used the analytical-statistical method to answer the question of the study and interpreted the results.

Research Sample

The population of the study consisted of all secondary school teachers in both Bethlehem governorate and the Negev sector. The total Number of teachers was (2463) t and the total Number of the secondary schools was (94). From this population (240) sample of teachers from a random cluster of twenty secondary schools were chosen to respond to the questionnaire.

Table 1.

Statistical Description of the Research Sample According to Demographic Variables

Demographic Variables		Frequency	Percent
Gender	Male	117	49
	Female	123	51
	Total	240	100
Geographical area	Bethlehem	120	50
	Negev Sector	120	50
	Total	240	100
Years of experience	less than 5	95	40
	5-10	56	23
	more than 10	89	37
	Total	240	100
Qualification	Diploma	17	7
	BA	175	73
	Master and above	48	20
	Total	240	100

Instruments

The researchers developed Questionnaire to examine the teacher's attitudes toward the extent to which a principal's in Bethlehem governorate and Negev sector support meaningful learning from teachers' point of view. The researchers developed the questionnaire, which consists of two sections. The first section included personal information about the respondents. The second section included (14) items, to investigate

the role of principals in supporting the meaningful learning" Here are some of the studies that helped the researchers in developing the questionnaire: Moran et al (2010), Allison et al (2015), Wang et al (2004), Bolligar et al (2015). Vermeulen et al (2015), Baran et al (2016). The researchers developed the questionnaire with 5-point Likert scales ranging from strongly agree - strongly disagree. The questionnaires were distributed to 240 teachers.

Validity of Instruments

To ensure that the content of the questionnaire was valid, it was handed to a jury of professional doctors in the field at Al-Quds, Bethlehem, Beir Zait Universities and educators in Negev. The Panel of judges were asked to evaluate the opportunities of the instrument to the whole purpose of the study. They accepted the items and the parts of the questionnaire, but they asked the researchers to follow some modifications. The researchers took these recommendations into amount before issuing the final draft of the tool, then the instrument was distributed to the subject of the study.

Reliability of Instruments

Cronbach's Alpha Value for the questionnaire was (94.6%) which is appropriate for the purposes of the study.

Procedures of the Study

The study carried out in the following manner:

- The relevant literature was reviewed to establish the theoretical background of the study.
- The population was identified and the samples were selected on which the instruments will be applied.
- The questions of the study were put up, depending on previous studies.
- The reliability and validity of the instruments were approved.
- A letter of permission was obtained from the Ministry of education and higher education Directorate of Education/Bethlehem to facilitate the implementation of the research.
- The researchers themselves distributed the instruments on teachers in order to obtain valid and credible results.
- The instrument were distributed and gathered in the Second semester of the scholastic year 2016-2017.
- The data was gathered and analyzed by using SPSS program.
- The researchers explained the information to reveal whether the outcomes agree or disagree with previous studies.

Variables of the Study

- Independent variables: Gender (Female/Male), Geographical area (Bethlehem/Negev), Years of experience (less than 5, 5-10, more than 10), Qualification (Diploma, BA, Master and above).
- Dependent variables: the extent Teachers' View of High School Principals' Support for Meaningful Learning.

Data Analysis

In order to analyze the data, the researchers used statistical Package for social science (SPSS), descriptive statistics (means, frequencies, percentage, and Std. Deviation) and inferential statistics. (Independent T-test, one-way ANOVA, LSD and Cronbach Alpha).

Results related to the first question

To what extent Teachers' View of High School Principals' Support for Meaningful Learning?

Table 2

Means, Std. Dev. and Degrees of the Items of the Questioner

#	Item	N	Mean	Std. Dev.	Degree
4	The principal shows a great respect to the teachers.	240	4	0.9	High
3	The principal encourages presenting new ideas in the meetings.	240	4	0.9	High
1	The principal encourages using different education methods suit the meaningful learning.	240	3.9	1	High
13	The principal encourages the teachers to cooperate in establishing new vision and planning the school goals.	240	3.8	0.8	High
5	The principal encourages the cooperation between the administration and the teachers.	240	3.8	0.9	High
2	The principal supports the cooperation in taking the resolution in the school.	240	3.8	1	High
6	The principal encourages the professional development among teachers.	240	3.8	1	High
12	The principal prevails appreciation for suggesting ideas to develop the educational process.	240	3.8	0.9	High
8	The principal gives the feedback continuously.	240	3.7	0.9	High
11	The principal encourages the teachers to express their opinion in different educational issues.	240	3.7	0.9	High
7	The principal observes the teachers in the classes	240	3.7	0.8	High
9	The principal gives guidance for every new teacher.	240	3.7	1.1	High
14	The principal holds regular meetings to cope with the meaningful learning.	240	3.7	1.1	Moderate
10	The principal uses the methods of reward and punishment to implement teaching	240	3.6	0.9	Moderate
	Total	240	3.78	0.56	high

Results in this table show that extent Teachers' View of High School Principals' Support for Meaningful Learning is high with a mean of (3.78) out of (5), and also show that the 4th Item [The principal shows a great respect to the teachers] and the 3ed Item [The principal encourages presenting new ideas in the meetings] were both came first with a mean of (4), the 1st Item [The principal encourages using different education methods suit the meaningful learning] came in third its mean (3.9). The 10th Item [The principal uses the methods of reward and punishment to implement teaching] came last its mean (3.6), the 14th Item came before the last Item its mean (3.7).

Results related to the second question

Are there statistically significant differences between the means of the participant's responses duo to gender, location, years of experience, and academic qualification?

To answer this question, the researchers investigated the following hypothesis, which was based on:

Results related to the first Hypothesis

There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of participant's responses related to principal's support to meaningful learning due to gender.

To test this hypothesis, the researchers used independent t-test as table (3) shows: The results of independent t-test for the differences in participant's responses related to principal's support to meaningful learning due to gender.

Table 3

Results of the Independent t-Test For Gender Variable

Gender	N	Mean	Std. Dev.	Std. Error Mean	t	df	Sig.
Male	117	3.81	0.59	0.05	0.71	238	0.48
Female	123	3.76	0.52	0.05			

The results in table (III) show that the level of significance for the differences in participant's responses related to principal's support to meaningful learning due to gender is (0.98) this means that there are no statistically significant differences at (a<0.05). thus, the hypothesis is accepted.

Results related to the second Hypothesis

There are no statistically significant differences at (α ≤ 0.05) in the means of participant's responses related to principal's support to meaningful learning due to location.

To test this hypothesis, the researchers used independent t-test as table (IV) shows: The results of independent t-test for the differences in participant's responses related to principal's support to meaningful learning due to location.

Table 4

Results of the Independent t-Test For Location Variable

Geographical area	N	Mean	Std. Dev.	Std. Error Mean	t	df	Sig.
Bethlehem	120	3.53	0.42	0.04	-7.62	238	0.00
Negev	120	4.03	0.57	0.05			

The results in table (IV) show that the level of significance for the differences in participant's responses related to principal's support to meaningful learning due to location is (0.00). This means that there is statistically significant differences at (a<0.05). Which results in rejection of the Hypothesis.

By considering the means for both geographical areas, it shows that The Negev has the highest mean (4.2), therefore the statistical differences in favor of the Negev geographical area.

Results related to the third Hypothesis

There are no statistically significant differences at (α ≤ 0.05) in the means of participant's responses related to principal's support to meaningful learning due to years of experience.

To test this hypothesis, the researchers used one-way ANOVA- test, table (V) shows: the distribution of the participant's responses related to principal's support to meaningful learning due to years of experience.

Table 5

Means, Std. Dev. and Degrees of the Items For Years of Experience Variable

Years of Experience	N	Mean	Std. Dev.	Degree
Less than 5 years	95	3.89	0.56	High
Form 5 – 10 years	56	3.67	0.60	High
More than 10 years	89	3.73	0.51	High

The results in this table (V) show that there is a clear difference between the means of the three levels for the years of experience. Therefore, the researchers used the One-Way ANOVA test as shown in table (VI).

Table 6

The Results of ANOVA- Test for the Differences in the Participant's Responses Related to Principal's Support to Meaningful Learning Due to Years of Experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.13	2	1.07	3.51	0.03
Within Groups	72.15	237	0.30		
Total	74.28	239			

The results in this table (VI) show that the level of significance for the differences in the participant's responses related to principal's support to meaningful learning due to years of experience is (0.00) this means that there are statistically significance differences at ($a<0.05$). And thus the hypothesis is rejected.

To clarify to whom the differences refer to, the researchers used the LSD (the less significant deference's test) as shown in table (VII).

Table 7

The Results of LSD Test for the Participant's Responses Related to Principal's Support to Meaningful Learning Due to Years of Experience

(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Less Than 5	5-10	.22343*	.09295	.017	.0403	.4066
	More than 10	.16469*	.08139	.044	.0043	.3250
5-10	Less Than 5	-.22343*	.09295	.017	-.4066	-.0403
	More than 10	-.05874	.09411	.533	-.2441	.1267
More than 10	Less Than 5	-.16469*	.08139	.044	-.3250	-.0043
	5-10	.05874	.09411	.533	-.1267	.2441

The result in table (VII) shows that the statistically significance differences were between less than 5 and 5-10 levels and refers to less than 5 level. And between less than 5 and more that 10 levels and refers to less than 5 level.

Results related to the fourth hypothesis

There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of participant's responses related to principal's support to meaningful learning due to academic qualification.

To test this hypothesis, the researchers used one-way ANOVA- test, table (VIII) shows: the distribution of the participant's responses related to principal's support to meaningful learning due to academic qualification.

Table 8

Means, Std. Dev. and Degrees of the Items For Academic Qualification Variable

Qualification	N	Mean	Std. Dev.	Degree
Diploma	17	3.79	0.58	High
BA	175	3.79	0.55	High
Master and above	48	3.71	0.57	High

The results in table (VIII) show that there is a clear difference between the means of the three levels for academic Qualification. Therefore, the researchers used the One-Way ANOVA test as shown in table (IX).

Table 9

The Results of ANOVA- Test for the Differences in the Participant's Responses Related to Principal's Support to Meaningful Learning Due to Academic Qualification

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.270	2	0.14	0.43	0.65
Within Groups	74.01	237	0.31		
Total	74.28	239			

The Results in table (IX) show that the level of significance for the differences in responses related to principal's support to meaningful learning due to academic qualification (0.07) this means that there are no statistically significance differences at ($a<0.05$). Thus, the hypothesis is accepted.

Conclusion

The study results showed that Teachers' View of High School Principals' Support for Meaningful Learning was high with a mean of (3.73) over/out of (5). The result also revealed that there were no statistically significant differences in due to gender and academic qualifications. However, there were statistically significant differences due to years of experience in favor of less than Five and location in favor of Negev sector.

Dissection of the results of the study

The researchers attributed Teachers' high View of High School Principals' Support for Meaningful Learning to the following: the fact that Principals are spending more time in planning and developing their school these days. Principals are more involved in the teaching process; they are the resident supervisors, instructors, and the role model for their teachers.

The researchers attributed that there are no statistically significant differences with Teachers' View of High School Principals' Support for Meaningful Learning is high due to gender to the following: First, principals provided instructions for both male and female teachers without taking into account gender. Secondly, the Ministry of education in both Governorates provided counseling to all teachers. Thirdly, when universities train teachers, the teachers get the same training. Finally, Male and female teachers carry out their duties and responsibilities according to their experience and qualification.

The researchers attributed that there are no statistically significant differences with Teachers' View of High School Principals' Support for Meaningful Learning is high due to Location to the following: the fact that the ministry of education in Negev adopted the Meaningful Learning Theory four years ago. Therefore, the ministry of education informed the principals about the need to change the way they run their schools. Principals participated in workshops to be trained to apply the meaningful learning program. Many principals in Negev were aware of the needs to equip their schools with the necessary tools such as tablets, computers etc. The principals in the Negev realized the importance of this trend, which is going to move the level of their students from traditional learning to more advance by making learning more meaningful for the students. The universities in Negev shared the ministry's vision in adopting the meaningful learning theory and planned. In addition, the ministry of education gave the students 30% of their final grade for each subject. Students can get the 30% for the meaningful learning tasks. The principals provided guidance to teachers to use the alternative assessment as a tool to evaluate the students. The new teachers who teach in The Palestinian Ministry of Education provide meaningful learning individually. The Palestinian Ministry of Education did not adopt the meaningful learning theory, the principals and teachers did not receive training to accomplish this change, besides, the schools lacked of the tools to attain the meaningful learning needs. Teachers evaluate the students by using the traditional way, which contradicts with the spirit of the meaningful learning theory.

The researchers attributed that there are no statistically significant differences with Teachers' View of High School Principals' Support for Meaningful Learning is high due to years of experience to the following: the fact that the universities played an important role in training the new teachers to adopt meaningful learning as part of their daily work in schools. In addition, the new teachers practiced the components of the meaningful learning such as the alternative assessment, higher order thinking skills and using technology during their years of studies. The new teachers are familiar with the use of smart phones a technology, while, experienced teachers faced problems in adopting technology in their classes. The new teachers are more motivated to carry out the meaningful learning in schools because they can sense the students' progress since they use the same tools in real life with their students. The experienced teachers are often afraid of the change, which means that they have to attend more workshops to learn how to be more involved in meaningful learning program. The experienced teachers needed to adjust their plans to meet with the requirements of the meaningful learning program, which is met most of the time with complaints and doubts about the effectiveness of this program.

The researchers attributed that there are no statistically significant differences with Teachers' View of High School Principals' Support for Meaningful Learning is high due to academic qualification to the following: the fact that Teachers share the same responsibilities and duties in schools while they are performing the same task. Therefore, the academic qualification they have does not make huge difference when teachers do the same work. All the teachers received the same instruction on how to implement the meaningful learning program. Many of the teachers earned their second degree in a different field from their first one, which did not help them much in improving their ways in adopting the meaningful learning program.

Limitations

The current study has the following limitations:

- This population study consisted of the High schools in Bethlehem Governorate and Bedouin sector in the south of Palestine.
- The study was carried out in the academic year (2016-2017) at the second semester.
- The study was limited by the concepts and definitions mentioned in it.

Recommendations

In light of the results, the researchers recommended the following:

Regarding For Teachers

- Teachers (particularly Bethlehem governorate) should replace the traditional assessment to more meaningful assessment through using the Alternative assessment.
- Teachers (particularly Bethlehem governorate) should apply technology applications as part of their daily work.
- Teachers (particularly Bethlehem governorate) should encourage the students to use the higher order thinking skills in their daily life.

Regarding For Principals

- Principals should work more to enhance the meaningful learning program and providing the schools with workshops to train teachers to apply the meaningful learning program effectively.
- The principal should work more to involve the meaningful learning spirit in building the school vision.
- The principal should encourage the cooperation between teachers rather than competition.

Regarding For Decision-makers

- Urging the Palestinian ministry of education to be more concerned about adopting the meaningful learning theory by increasing the schools budgets, providing the needed tools and labs, as such been done at the Negev Sector.
- The Palestinian Ministry of education should raise the awareness of the local communities about the importance of the meaningful learning at schools, to have more cooperation between the local communities and the schools.
- Adopting the Negev experience in implementing the meaningful learning theory, in order to apply it at the schools of Palestinian Ministry of education.

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