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The Role of General Education School Principals in Developing National Belonging Values among Students in Capital Secretariat Schools-Sana'a

A Thesis Submitted to Department of Educational Administration and Planning in Fulfillment of the Requirements for MA. Degree in Administration and Educational Planning

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Abstract

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This study aimed to identify the role of general education (public and private) school principals in developing national belonging values among students in Capital Secretariat Schools-Sana'a. The researcher adopted the descriptive-analytical method, which involved collecting theoretical and field data. The data was analyzed and interpreted using the Statistical Package for the Social Sciences (SPSS). The researcher used a questionnaire as a research tool, targeting principals and teachers of general education schools in Capital Secretariat Schools-Sana'a, with a total population of 15326 individuals. The research tool was applied to a stratified random sample of 463 participants.

The study has reached a number of findings, the most important of which are: There is a moderate role of public school principals in developing national belonging values, with an average score of 3.18, a percentage of 36.4% and a standard deviation of 0.791. Additionally, there is a significant role of private school principals in developing national belonging values, with an average score of 3.63, a percentage of 72.4% and a standard deviation of 0.580. The results also indicated that there were no statistically significant differences at the significance level of 0.05 among the mean scores of the sample participants' responses attributed to the following variables: gender and educational qualification (except regarding the role of school principals in caring for national dimension activities as well as their role in developing democratic values, where the differences favored the diploma qualification). On the other hand, the study found statistically significant differences at the significance level of 0.05 among the mean scores of the sample participants' responses attributed to the following variables: educational district in favor of Azal district, years of experience in favor of 5 to 10 years, functional level in favor of school principals, and educational stage in favor of basic education in public schools.

The current study also found no statistically significant differences at the significance level of 0.05 among the sample participants' responses regarding the level of developing national belonging values attributed to the following variables: gender, educational district, educational stage, educational qualification, and years of experience (except regarding the role of school principals in promoting adherence to laws and regulations, awareness of rights and duties, preserving public property, and caring for national dimension activities, where the differences favored private schools). Furthermore, there were statistically significant differences at the significance level of 0.05 among the sample participants' responses regarding the level of developing national belonging values attributed to school type concerning the role of school principals in promoting adherence to laws, systems, regulations, and awareness of rights and duties; developing democratic values as well as developing national belonging values, with these differences favoring private schools. However, there were no statistically significant differences at the significance level of 0.05 among the sample participants' responses regarding the level of developing national belonging values attributed to the variable of school type concerning the role of school principals in promoting activities with a national dimension, the role of school principals in developing national identity, respecting national symbols, as well as their role in developing religious identity.