

The Role of the Teacher in Promoting the Palestinian National Identity in the light of the New Palestinian Curricula

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Abstract: The study aimed at identifying the role of the teacher in promoting the Palestinian identity in the light of the new Palestinian curricula, and detecting the statistically significant differences in the averages of the sample opinions on the role of the Palestinian teacher in promoting the national identity in the light of the new Palestinian curricula attributed to the variables of the study (gender, the grade, the school district, the school location, the school authority). The researchers used the analytical descriptive method. The study's tool was a questionnaire. The main results of the study were the following: The role of the teacher in promoting the national identity had a large degree with a relative weight (81%), and the fields of the role were ranked in descending order (historical-political- environmental - social). There were no statistically significant differences at ($\alpha \leq 0.05$) between the averages of the sample ratings on the role of the Palestinian teacher in promoting the national identity due to gender and grade variables. There were statistically significant differences at ($\alpha \leq 0.05$) between the averages of the sample ratings on the role of the Palestinian teacher in promoting the national identity due to the school district in favor of the West Gaza, and the school authority variable is in favor of the governmental school. Finally, the researchers recommend the following: Preparing a procedural guide for the most important topics related to the history of the Palestinian society, and training teachers on them. Also, Presenting the national symbols in the Palestinian curricula and focusing on their roles to preserve the constants of Palestinian identity.

Keywords: the Palestinian teacher, the national identity, curricula.

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I. Introduction

The issue of identity preoccupies the concerned people in the humanitarian field in the light of the crisis of the national and humanitarian integration that is faced by the country but it is invarious degrees. The identity is considered as one of the priorities of the countries in general but in Palestine, it is considered the first of the national priorities and the most needed thing for the Palestinian people who are still struggling against the occupation to obtain their legitimate rights and establish their legitimate state on the occupied territories.

The Palestinian identity needs to be reinforced in the light of the openness of our Palestinian society, but our Palestinian identity is facing a severe danger that educational institutions must pay attention to, so the burden of this issue lies with all the institutions of socialization that carry out their tasks towards the Palestinian identity.

The education with all stages contributes greatly to form the national identity, and then develop and promote the identity in the advanced stages of education. So the forming of this concept needs a mentally individual preparation, and then a social milieu that enhances this concept in a geographical area representing the homeland that has a distinguished culture, social values and a different history. Moreover, the education contributes to build the identity and consolidate it in the society. So the study of the country's history, geography, the national education, the national and historical celebrations, the national anthem and other educational practices lead to enhance the students' affiliation and identity (Abdul Rahman, 2010, p. 23).

The role of the Palestinian teacher in promoting the Palestinian identity is at the top of the list of the educational institutions in the light of the new Palestinian curricula because the teacher can strengthen this role through the direct and hidden curricula. The Palestinian issue needs the great efforts of the workers in all institutions of our country, so we deal with the role of the Palestinian teacher in promoting the Palestinian identity in this study.

The Palestinian teacher has a major burden, since the role of the teacher should be a complementary role with the family in particular and society in general. Thus, The teacher is required to strengthen his role in

the most important and wider field which is the cultural aspect, not only the educational and school curriculum (Al-Naqah and Sheikh Eid, 2012, pp. 2-3).

Therefore, the process of identity formation cannot begin from a nonentity; it is always based on a pre-existing set of symbolic materials that form the cornerstone of the identity (Thompson, 1995, p186).

If we notice the transformations of the cultural, political and economic levels that have been created by the implications of the Palestinian issue, the political and economic transformations, the cultural, media, political and economic transformations of the globalization, and the information technology developments, we detect that they contributed directly and indirectly to up bring our children by new methods because they imitate every new fashion presented to them, whether in the philosophy of life, the way of thinking, the style of food or dress, and even in the principles and values that control the family and social relations, and in light of it, their various problems and issues of life can be dealt with.

The Palestinian Experience in the Curricula:

After the return of the Palestinian National Authority to the Gaza Strip and West Bank during the Oslo Agreement in 1994, the Palestinian people were able to control their educational system, and all educational institutions became under the Palestinian supervision and monitoring. So the new Ministry of Education set new specifications and standards for the curricula and stages of education. In 1998, the Palestinian Legislative Council approved the plan of the Palestinian curriculum prepared by the Ministry of Higher Education at that time. This plan included producing specialized Palestinian curricula for all courses from the primary to high school in a manner that preserves the history and privacy of the Palestinians who are facing the policy of occupation in obliteration and deception. Using these curricula has begun in the academic year 2000/2001 from the first to sixth grades, and the old curricula should be replaced during four years. The Palestinians were enthusiastic about the educational curricula and considered them as a pride and a symbol of the Palestinian state sovereignty. Moreover, the Palestinian curricula can unite the Palestinians and the embodiment of the identity, and contribute to establish the Palestinian personality and identity through the arrangement of the courses to suit the needs of the Palestinian society (Asraf, 2016: 1).

Criticism of the Palestinian curriculum:

The achievement of the Palestinians since 2000 by producing the Palestinian curricula instead of the Egyptian and Jordanian curricula during the Israeli occupation has been criticized; some criticisms showed that the new curricula were "deaf" unable to keep up with dialogue because of the isolation of knowledge and the controlling forces. Furthermore, the traditional status of the curricula and the enormous amount of information and knowledge was not compatible with modern skills. The Palestinian curricula have been devoid of the scientific materials related to the development of creative thinking and critical thinking based on research, so this has negatively affected on the achievement of the desired objectives of the Palestinian curricula (Asraf, 2016: 1).

The Palestinian curricula also failed in teaching students about the right to return to villages and towns where parents and grandparents were abandoned on. They mentioned this right a little bit; some poems, stories and lessons related to the love of the land and the right to return, and some of the Qur'an verses that addressed the Jihad were deleted. This was not strange because of the curricula prepared by the Palestinians within a foreign intervention through the financial support that imposed the donor's agenda, which was compliant with the agendas and desires of the Israeli occupation.

This serious omission has led to decline the role of the educational curricula in promoting the national and moral values, and negatively impact on the state of mass mobilization for the future generations about the high national values and the adherence with the constants. On the other hand, accusing the curricula and those who produced them of brainwashing. Since the Palestinian curricula have been produced, the foreign countries characterized them as "terrorist" that incite violence by the international donors. Those donors called for changing the curricula, exclusion of some courses, and reforming some terms that emphasize the Palestinian right to land and return (Asraf, 2016:1).

Some people may think that the identity crisis has emerged in many forms represented in the abandonment of many Palestinians of their identity, such as language, religion, etc., and adopted on other identities of developed and powerful nations such as the foreign countries and America because of globalization and modern means of communication. This leads to loss the original identity (Abdul Rahman, 2010: 3).

In this context, we look at the various Palestinian educational reforms with a clear interest in the development of curricula and educational courses to improve all aspects of the educational process. The reformulation of the educational curricula is linked to the issue of the educational reform of any educational system "(Ali, 2017, p. 109). According to these reforms, are these reforms agreed by the needs of the Palestinians? Do they deliver in a way that reinforces the Palestinian identity? Hence, the idea of this study is to identify the role of the teacher in promoting the Palestinian identity of his/her students according to the changing

of the Palestinian curricula. Some researchers dealt with the same subject of this study, such as Al-Masri (2016) study that focused on disseminating and clarifying the concept of the Palestinian identity and raising the awareness of the importance of the Palestinian issue. Moreover, Al-Maraghi (2013) study that argued to develop the educational curricula because they reflect the nation's heritage. Also, Darwish (2010) that recommended a comprehensive evaluation of the Palestinian curriculum based on rigorous scientific studies to achieve a modern curriculum that respects the Palestinian privacy.

1.1. Previous studies:

The researchers conducted a survey of the available studies according to the subject matter, and these studies were classified from the newest to the oldest.

Al-Qahtani and Taib (2018) study aimed at identifying the role of school administration in promoting the citizenship of the secondary school students in Qawaiya governorate from the point of view of the teachers. The researchers used the descriptive method, and they used the questionnaire as a tool of the study. Al-Shaer(2017) study aimed at identifying the role of the secondary school in the Gaza Governorate in strengthening the aspects of citizenship for students from the point of view of human science teachers. The study's tool is a questionnaire. The sample of the study was (163) human science teachers. The most important results were that there are no statistically significant differences between the average responses of human science teachers related to the promotion of the aspects of citizenship due to gender variable, scientific qualification, years of service and specialization. Samoor (2017) study aimed at identifying the role of the school press in consolidating the national constants among high school students in the schools of the Gaza governorates. The researcher used the methodology of the media survey, the method of content analysis and the methodology of studying the mutual relations. The study's tool was the content analysis form, survey journal tool, and interviews. The most important result of the study was: the most important topics dealt with the school press were the national constants where they had the first rank with a rate of 31.5%. Dahmani (2015) study highlighted on the efforts of the Association of Algerian Muslim Scholars to approve the national identity of the Algerians in the light of the policy of obliterating the national identity in many fields, including the elimination of education and closing the schools. As well as the policy of marginalization and racism applied by the colonial administration. Barakat and Abu Ali (2011) study aimed at identifying the aspects of the societal citizenship in the social, legal, economic and political fields in the Palestinian curricula related to the social sciences (history, geography, civic education and national education). The researcher used the descriptive method. The study's sample consisted of (134) teachers in the primary and secondary schools in Tulkarm governorate. The most important result shows that the social field is the most common field in the societal citizenship fields in the school curricula. Abu Rahma (2011) study aimed at identifying the trends of the Palestinian university students in the Gaza Strip towards the political settlement and Palestinian identity, and revealing the possible relationship between the trend toward the political settlement and the Palestinian identity. The researcher used two tools to measure students' attitudes: the measure of the trend towards the political settlement and the measure of the trend towards the Palestinian identity. The sample of the study consisted of (501) enrolled students in the universities of the Gaza Strip. Abbas (2011) study entitled "The different cultural dimensions of the new Palestinian curriculum for the English language". The researcher used the analytical descriptive method, and the study's tool was analyzing the content of the Palestinian curriculum of English language for the eleventh and twelfth grades. The study found several results, the most important is: the new curriculum was very informative in presenting these diverse cultural dimensions and succeeded in showing the cultural Palestinian identity.

1.2. Statement of the problem

The current study interested in the higher primary school students because they need to know and develop their Palestinian identity through efficient teachers. Hence the problem of the study involved the main question of the study as follows:

What is the role of the Palestinian teacher in promoting the national identity in the light of the new Palestinian curricula from the perspective of the students in the higher primary stage?

The study's problem and questions:

1. What are the ratings of students in the higher primary stage on the role of the teacher in promoting the national identity in the light of the new Palestinian curricula?

1. Are there statistically significant differences in the ratings averages of students in the higher primary stage on the role of the teacher in promoting the national identity in the light of the new Palestinian curricula attributed to the variables of the study (gender, grade, school district, school location, school authority)?

1.3. Hypotheses of the Study:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the students in the high primary school for the role of the Palestinian teacher in promoting the national identity in the light of the new Palestinian curricula due to the gender variable (male, female).
2. There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the students in the high primary school for the role of the Palestinian teacher in promoting the national identity in the light of the new Palestinian curricula due to the grade variable (9th and 10th).
3. There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the students in the high primary school for the role of the Palestinian teacher in promoting the national identity in the light of the new Palestinian curricula due to the school district variable (West Gaza, East Gaza).
4. There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the students in the high school students for the role of the Palestinian teacher in promoting the national identity in the light of the new Palestinian curricula due to the school authority variable (Governmental, Private).
5. There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the students in the high primary school for the role of the Palestinian teacher in promoting the national identity in the light of the new Palestinian curricula due to the school location variable (Border, City).

1.4. The purpose of the Study

1. Identifying the ratings of the students in the high primary stage on the role of the teacher in promoting the national identity in the light of the new Palestinian curricula.
2. Finding out the statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the students in the high primary school on the role of the Palestinian teacher in promoting the national identity in the light of the new Palestinian curricula due to the variables of the study.

1.5. Limitations of the study

- 1- The subject limit: the role of the Palestinian teacher in promoting the national identity in the light of the new Palestinian curricula in the (historical, political, environmental, and social) fields
- 2- The temporal limit: The study was applied in the first semester of 2017/2018.
- 3- The spatial limit: East and West Gaza city.

1.6. The significance of the study

1. The importance of the national identity subject. So the study focuses on monitoring the efforts of the educational institutions in promoting the concept of the national identity through revealing the degree of the teacher's contribution.
2. The study can benefit the researchers in the field of reinforcing the national identity, the students and the teachers in the Ministry of Education.
3. The lack of previous studies that address the study's population in detail, especially in the role of the teacher in promoting the national identity, so this study will be additional scientific research in this field.
4. Introducing a set of practical strategies that can be used by the socialization institutions and turning these strategies into programs to protect the Palestinian youth from the negative reflections of the media and cultural globalization.

II. Methodology

2.1 Research design:

In order to achieve the objectives of the study, the researcher attempted the descriptive analytical approach by which to describe the phenomenon of the study, to analyze its data, to indicate the relationship between its components, to show the opinions expressed about it, to highlight the processes it contains, and to indicate the effects it causes (Abu Hatab & Amal, 2005, p. 104).

2.2 Instrumentation:

The researchers used the most suitable tool for achieving the purpose of the study that is the questionnaire. After reviewing many research related to this subject, the researchers conducted interviews with some specialists. The questionnaire consists of two parts; the first part deals with the personal data, while the second part deals with 4 fields: the historical role containing of (11) statements, the social role containing of (13) statements, the environmental role containing of (11) statements, and the political role containing of (13) statements. Then Likert's scale was used to measure the respondents' answers on the questionnaire statements.

The questionnaire's validity:

1. The virtual validity "arbitrators validity":

The questionnaire was presented in its initial form to a group of arbitrators consisted of (17) from the teaching staff in the Islamic University, Al-Azhar University and Al-Quds Open University, and some specialists in education. The arbitrators' opinions were followed for deleting and editing in the light of the presented suggestions to get the final form of the questionnaire.

2. The internal validity:

The internal validity has done for the questionnaire statements by calculating the correlation coefficient between each statement of the questionnaire and the total degree of its related field, as in Table (1).

Table (1): The correlation coefficient between each statement of the field and the total score of its related field

The statement	The correlation coefficient	The significance level
The field of the historical role		
The teacher shows the historical events and actions.	0.692	0.000
The teacher urges us to appreciate the historical heroes and figures.	0.380	0.038
The teacher shows us the historical monuments of Palestine.	0.724	0.000
The teacher shows us the cities of Palestine.	0.764	0.000
The teacher urges us to revive the religious events.	0.703	0.000
The teacher shows us the ancient Palestinian heritage.	0.513	0.004
The teacher encourages us to know more about the holy places.	0.440	0.015
The teacher asks for research on the issues of the history of the Palestinian society.	0.622	0.000
The teacher trains us to draw the map of Palestine.	0.517	0.003
The teacher allows us to discuss and express our opinions on the various historical issues.	0.688	0.000
The teacher enhances our maximization of the national symbols.	0.713	0.000
The field of the social role		
The teacher urges us to cooperate and help each other.	0.488	0.006
The teacher enhances our empathy and patient's visiting.	0.751	0.000
The teacher urges us to exchange visits and events with neighbors and relatives.	0.674	0.000
The teacher explains the importance of the equality among the people in the Palestinian society.	0.668	0.000
The teacher educates us on the principle of responsibility.	0.853	0.000
The teacher encourages us to respond the greetings.	0.678	0.000
The teacher shows us the importance of apologizing to others when a mistake is made.	0.484	0.007
The teacher encourages us to do voluntary activities to serve our homeland.	0.601	0.000
The teacher helps us to choose my friends.	0.738	0.000
The teacher urges us to abide by the laws and regulations.	0.464	0.010
The teacher educates us to deal gently with people.	0.520	0.003
The teacher nourishes the love of parents inside ourselves.	0.659	0.000
The teacher trains us on the successful dialogue.	0.733	0.000
The field of the environmental role		
The teacher nourishes the principle of preserving the environment.	0.733	0.000
The teacher encourages us to take care of the environment.	0.790	0.000
The teacher encourages us to rationalize the consumption.	0.718	0.000
The teacher guides us to energy saving.	0.704	0.000
The teacher encourages us to preserve the plants.	0.663	0.000
The teacher urges us to protect the environment from damage (buildings and roads)	0.651	0.000
The teacher encourages us to take care and preserve the public property.	0.683	0.000
The teacher teaches us about the industries of our homeland.	0.623	0.000
The teacher encourages us to preserve the Palestinian environmental institutions (schools, factories ...)	0.743	0.000
The teacher urges us to boycott the Zionist products.	0.652	0.000
The teacher guides us to support the Palestinian products.	0.642	0.000
The field of the political role		
The teacher connects the curriculum and the issues of the Palestinian reality.	0.659	0.000
The teacher deals with the issues of the internal affairs objectively.	0.538	0.002
The teacher deals with the crucial national matters related to the Palestinian issue.	0.805	0.000
The teacher reminds us to the issues of the Palestinian prisoners in the Israeli occupation.	0.641	0.000
The teacher focuses on the refugees' issues at the required level.	0.563	0.001
The teacher warns us against the danger of the Israeli settlement on the land and people.	0.597	0.000

The teacher warns us against the consequences of the political divide between the parties.	0.696	0.000
The teacher deepens our political awareness.	0.514	0.004
The teacher deals with students away from the background of their political affiliations.	0.600	0.000
The teacher urges us to participate in the various activities of the students' movements, such as the national festivals and exhibitions.	0.780	0.000
The teacher educates us that our partisan differences do not spoil our lives.	0.530	0.003
The teacher allows talking about the national issues that increase our affiliation to our homeland.	0.659	0.000
The teacher strengthens the love of our homeland "Palestine".	0.558	0.001

Table (1) shows that all statements of the questionnaire are statistically significant with their related fields, and all correlation coefficients are statistically significant at a significance level of $0.05 \leq \alpha$. Thus, the statements of the questionnaire are valid for what they are intended to measure.

In order to confirm the stability of the questionnaire, the Cronbach Alpha coefficient was calculated at (0.934), and the Split Half Method was calculated at (0.826). This indicates that the questionnaire is consistent with the applying for the study.

2.3 The population of the study

The study's population is consisted of all students in the ninth and tenth grades in the West and East Gaza governorates, distributing among (8830) male students and (10405) female students.

2.4 The sample of the study

A random sample of (344) male and female students was selected from the high primary schools, as shown in table (2):

Table (2): The distribution of the variables of the study's sample

Variable	Gender		Grade		Governorate		School Location		School Authority	
	Male	Female	Ninth	Tenth	West Gaza	East Gaza	Border	City	Governmental school	Private school
Sample	98	246	174	170	93	251	96	248	296	48
Percent	28.5%	71.5%	50.6%	49.4%	27%	73%	27.9%	72.1%	86%	14%
Total	100%		100%		100%		100%		100%	

The Statistical Analysis

The data were analyzed through the Statistical Package for the Social Sciences (SPSS 25), the used statistical tests as the following:

1. Pearson's Correlation Coefficient.
2. Cronbach's Alpha test and Split Half Method.
3. The arithmetic mean, relative weight, standard deviation and ranking.

In order to interpret the results, the following arithmetic averages were adopted as follows:

Table (3): The adopted criterion in this study

The weighted average	The degree
From 36% to 20%	Very Few
More than 52% to 36%	Few
More than 68 to 52%	Medium
More than 84% to 68%	Large
More than 100% to 84%	Very Large

III. The results and discussion of the study

The first question is: What are the ratings of the students in the higher primary stage on the role of the teacher in promoting the national identity in the light of the new Palestinian curricula. In order to answer this question, the Arithmetic averages, standard deviation, and relative weight were found as shown in Table (4):

Table (4): The arithmetic mean, relative weight, standard deviation and ranking for all questionnaire fields

No.	Field	Arithmetic mean	Standard deviation	Relative weight	(T) Test	(Sig.)	Ranking
1.	The historical role	4.13	0.492	82.60	42.766	0.000	1
2.	The social role	3.94	0.634	78.80	27.730	0.000	4
3.	The environmental role	4.04	0.648	80.80	29.922	0.000	3
4.	The political role	4.08	0.625	81.60	32.217	0.000	2
	The total degree of the questionnaire	4.05	0.477	81.00	40.866	0.008	

Table (4) shows that the arithmetic mean for all questionnaire statements “fields” is (4.05), and the relative weight is 81.00%. This shows that there is compatibility in the questionnaire statements in general. The field “The historical role” had the highest compatibility rate (82.60%), while the field “the social role” had the lowest compatibility rate (78.80%). The researchers attribute this results to the interest of the Palestinian teacher in promoting the identity which is considered an integral part of his/her entity, and this reflects positively on supporting and promoting the identity of the students, although he/her has lost a lot of the rights. Moreover, the clarity of the historical features in the Palestinian issue which strengthens the national identity and the right of Palestinians in this holy land.

The second question is: Are there statistically significant differences in the ratings averages of students in the higher primary stage on the role of the teacher in promoting the national identity in the light of the new Palestinian curricula attributed to the variables of the study (gender, grade, school district, school location, school authority)?

To answer this question, five hypotheses were formulated:

The first hypothesis: There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the students in the high primary school for the role of the Palestinian teacher in promoting the national identity in the light of the new Palestinian curricula due to the gender variable (male, female).

Table (5): the results of using the T test to detect the difference between the averages responses of students due to gender variable.

	Gender	Number	Arithmetic average	Standard deviation	(T) test	Level of significance	
Total degree	Male	98	4.07	0.498	0.492	0.623	Not Sig at 0.05
	Female	246	4.04	0.469			

The table above shows that there are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the students in the high primary school for the role of the Palestinian teacher in promoting the national identity in the light of the new Palestinian curricula due to the gender variable (male, female). Therefore, there is no difference between males and females in dealing with the questionnaire of the national identity.

The second hypothesis: There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the students in the high primary school for the role of the Palestinian teacher in promoting the national identity in the light of the new Palestinian curricula due to the grade variable (9th and 10th).

Table (6): the results of using the T test to detect the difference between the average responses of students due to the grade variable.

	Grade	Number	Arithmetic average	Standard deviation	(T) test	Level of significance	
Total degree	9 th grade	174	4.04	0.488	0.218	0.828	Not Sig at 0.05
	10 th grade	170	4.05	0.466			

The table above shows that there are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the students in the high primary school for the role of the Palestinian teacher in promoting the national identity in the light of the new Palestinian curricula due to the grade variable (9th and 10th).

The third hypothesis: - There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the students in the high primary school for the role of the Palestinian teacher in promoting the national identity in the light of the new Palestinian curricula due to the school district variable (West Gaza, East Gaza).

Table (7): the results of using the T test to detect the difference between the average responses of students due to school district variable (West Gaza, East Gaza).

	District	Number	Arithmetic average	Standard deviation	(T) test	Level of significance	
Total degree	West Gaza	93	4.15	0.326	2.468	0.014	Sig at 0.05
	East Gaza	251	4.01	0.517			

The table above shows that there are statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the students in the high primary school for the role of the Palestinian teacher in promoting the

national identity in the light of the new Palestinian curricula due to the school district variable (West Gaza, East Gaza), and it shows through the arithmetic averages that the differences are in favor of West Gaza.

The fourth hypothesis: There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the students in the high school students for the role of the Palestinian teacher in promoting the national identity in the light of the new Palestinian curricula due to the school authority variable (Governmental, Private).

Table (8): the results of using the T test to detect the difference between the average responses of students due to school authority variable (governmental, private).

	school authority	Number	Arithmetic average	Standard deviation	(T) test	Level of significance	
Total degree	governmental	296	4.07	0.479	2.595	0.010	Not Sig at 0.05
	private	48	3.88	0.428			

The table above shows that there are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the students in the high primary school for the role of the Palestinian teacher in promoting the national identity in the light of the new Palestinian curricula due to the school kind variable (governmental, private).

The fifth hypothesis: There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the students in the high primary school for the role of the Palestinian teacher in promoting the national identity in the light of the new Palestinian curricula due to the school location variable (Border, City).

Table (9): the results of using the T test to detect the difference between the average responses of students due to the school location variable (Border, City)

	school location	Number	Arithmetic average	Standard deviation	(T) test	Level of significance	
Total degree	Border	96	4.07	0.497	0.510	0.610	Not Sig at 0.05
	City	248	4.04	0.469			

The table above shows that there are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the students in the high primary school for the role of the Palestinian teacher in promoting the national identity in the light of the new Palestinian curricula due to the school location variable (governmental, private).

IV. Recommendations

Through the open question that was asked to the students to increase the role of the teacher in promoting the national identity in the light of the new Palestinian curricula, the researchers recommend the following:

- Preparing a procedural guide for the most important topics related to the history of the Palestinian society, and training teachers on them.
- Teaching students to combine the map of Palestine in their games.
- Presenting the national symbols in the Palestinian curricula and focusing on their roles to preserve the constants of Palestinian identity.
- Increasing the political awareness of the students.
- Disseminating the environmental awareness among students.
- Educating the students about the Zionist history to know the history of their enemy in order to resist on the homeland.
- Encouraging students to learn about their homeland by making trips constantly.

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