

The Attitudes of the High School Students of Hail, Saudi Arabia towards the Current Educational Concepts

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Abstract

This study aimed to identify the attitudes of public secondary school students in the State of Hail towards the modern educational concepts, and what are the differences between them. It has been used in the study descriptive analytical method. The study was conducted on a sample of 400 male and female students, chosen randomly according to the variables of gender, branch of high school, school type, average. A questionnaire was made and consisted of (39) items, and distributed on five key areas: Technology Education, Democratic Education, Integrated Education, Creative Education, and Environmental Education. The results indicated that students' attitudes toward contemporary educational concepts have come up in two areas: Technology Education and Democratic Education and the rest of the areas were the medium degree of importance. The results also showed no statistically significant differences in students' attitudes due to the variables of the study.

Keywords: attitudes, secondary level, technological education, democratic education, integrated education, creative education, and environmental education

1. Introduction

Twenty-first century characterized by information age, and a force became to those who generates knowledge and uses them to his service, and the biggest challenge is to keep pace with changes and developments in the field of education. Which makes it an urgent need for the skills, knowledge and professional programs continuously renewed and comprehensive planning based on scientific, systematic and consistency (alfrahat, 2001).

The modern education emphasizes that quality education is not limited to only the academic side in spite of its importance; but should include attention to the education of all students life skills, such as: the psychological and social skills; like cooperation, responsibility, and communication skills, decision-making, problem solving, and self-esteem and the learner's knowledge of his rights and the rights of others (amawi, 2003). These skills will achieve the social interest of the individual and help him to deal with others in a practical way and enable him to integrate effectively in the workplace.

Hence, the processes of democratic education has become a way of life in which different nations and peoples seeking to exercise them effectively and practically but not intellectual luxury, Arab regional (seminar, 2000). Democratic society became a learning society that all its members have equal opportunities to develop themselves and achieve self-realization. Also, democratic education should achieve the special abilities of the individual, and work to activate his potentials and develop them through the provision of educational opportunities for all, and to provide to the learner the type of learning that he need and fit to his tendencies and abilities (hmdan, 2006). And as the Democratic Education is based on taking into account the rights of students and their desires and abilities, the right to work is one of the fundamental rights of every individual, and education should prepare individuals to enter the labor market in an era where a lot of professions disappeared and others are flourished (al Said, 2001). Additionally there was a need to specialized workforce, possess the ability and high technological culture.

Although scientific and technological progress is in the service of man, but they are harm and make his life risky. This progress is making imbalanced ecology. The issue of the environment and pollution became concern to the

world and its social, media and educational institutions. Hence there is a need to environmental education as a prerequisite for all advanced society, because environment is the pot of education (Aloih, 2003).

1.1 Literature Review

Many studies have focused on the modern educational concepts, but these studies dealt with some of the concepts partially, in other words, each of them dealt with the study of one of these concepts. However, this study tackled the concepts together with respect to the students, Al Said (2001) considering studies in literature detected the relationship between parental directions in socialization, as perceived by mothers and their relationship to the social behavior of children from the kindergarten in Muscat Governorate. The sample consisted of 342 children from kindergarten using two measurements: parental directions and social behavior. The study found no statistically significant relationship between the dimensions of parenting trends and social behavior, while found a negative statistically significant relationship between the two variables in males.

Also Alfrehat (2001) worked with the perceptions of secondary school teachers for a democratic education in Ajloun? The study population consisted of (680) teachers in secondary schools in Ajloun. The study population was selected from a random sample consisted of (306) teacher their ratio (45%) of the original community. The researcher designed a questionnaire consisting of (53) items distributed in three areas, are the field of democratic values and principles, and the field of equal educational opportunities, and the field of human rights of the students. The study found that high school teachers' perceptions of the meaning of democratic education was very high, and that there were no statistically significant differences between the means of the perceptions of secondary school teachers due to the variables of experience and specialization on all the items of the areas of democratic values and principles and human rights of the students, while found statistically significant differences due to the variable qualification items on the field of equal educational opportunities only.

Beatriz & Patrick (2001) indicate in their report about the skills necessary for the economical knowledge in a study (25%) of the Organization for Economic Co-operation and Development (OECD) cities, focused on the importance of traditional life skills such as reading, writing, and mastery of: other foreign language. There are modern skills needed to work to support traditional skills such as teamwork, problem solving, and citizenship, and technological skills, and knowledge in the economic field. This includes the use and employment, the labor market and economic growth, and leadership skills, goal setting, as the report points out the traditional skills and modern comprehensive requirements for success and identify the personality traits of an individual as well as the global requirements twenty-first century.

Amawi conducted (2003) studied sample consisting of (662) teachers. To achieve the goal of the study a questionnaire was developed including the availability of materials and the degree of use. The study found the presence of statistically significant differences for the use of educational materials and devices related to gender, training courses, experience, and academic specialization, in favor of females. The study also noted the existence of a set of constraints that reduce the use of teaching aids, including teacher or learning tool itself.

Amir (2004) conducted a study entitled showed patterns of socialization in the family, and Jordanian school and its relationship with the academic excellence". The researcher used the descriptive analytical method on a sample of seventh, eighth and ninth graders. The study found the presence of positive patterns of socialization practicing in the family, the school and the collection of outstanding students, and the existence of correlation relationship between patterns of socialization in the family practicing on the one hand and the relationships between the parents on the other hand.

Hamdan (2006) identified the degree of representing school teachers of upper primary stage (tenth grade) to modern educational concepts, and what are the differences in the degree of representing teachers The researcher used in the study descriptive analytical method. His results showed that the modern concepts covered in the study were on average degree of importance for teachers, while they were on a high degree of importance for the students.

Young (2006) conducted a study entitled presented the views of students about the characteristics of effective teaching Online. The number of members of the study was (199) students who receive education via the Internet in the upper stage school, A scale of (25) items applied on them linked to the characteristics of effective learning. His results showed that the items that formed the core themes of effective education are: adaption to the needs of the students, the use of meaningful questions, motivate students to show their full potential, provide valuable material, effective communication, and work hard to build strong relationships between teachers and students themselves, organization, and provide flexible classroom.

Abu Shaia'ra (2009) used a questionnaire consisting of 40 items, each one representing educational position. A study tool was applied for all teachers collaborating with training. The study results indicated that the degree representing the teachers to the modern educational concepts came high degrees in the field of integrated education only, and the rest of the areas were medium degree. The results also indicate the presence of statistically significant differences related to gender in favor of females, the results also showed no statistically significant differences attributable to the qualification, experience.

Additionally Abu Shaia'ra (2009) focused on the following:

The importance of identifying changes in the confidence of the students themselves

- 1) The educational work in the curriculum in order to build positive attitudes towards the work of the students.
- 2) The importance of curriculum development in various stages of study and work to develop the skills and attitudes of democracy.
- 3) The need to develop special programs seeking to increase awareness of the importance of the ongoing work.
- 4) The importance of creating positive attitudes towards modern educational concepts such as environmental education, and Technology Education.

However, present study differs from previous studies as it added many contemporary educational concepts, and studied these concepts together as an integrated system unlike previous studies that dealt with them partly.

1.2 Statement of Problem

The understanding of the students at the secondary level to the modern educational concepts, and awareness of their importance and their participation in the programs need more attention. many students need to refine their personality and open themselves to achieve their potential perfectly, to meet the challenges arising from technological and cognitive variables and trained to meet these challenges. So the researcher felt that there is a problem worthy of study regarding the identification of trends in public secondary school students about contemporary educational concepts and answer the following questions:

- 1) What are the attitudes of students at the secondary level in Hail about contemporary educational concepts?
- 2) Are there statistically significant differences in the attitudes of secondary school students in the State of Hail about selected contemporary educational concepts due to gender, the branch of public secondary, type of school, and academic achievement?

1.3 Significance of Study

Study attitudes occupies a prominent place in the field of Education; so that the essence of the work in this field is to support the facilitator attitudes to achieve desired. Educational goals from one hand, and weakening trends that hamper the achievement of the other hand. It also works on changing attitudes of education of the individual towards himself and towards others, and towards his world and give him the ability to adapt situations faced in his life. The importance of the study lies on as it's one of the most important determinants in which they can predict behavior furthermore it is also an essential objective in all levels of education no less important objectives relating to the acquisition of scientific knowledge and represented; to complete and integrate the educational process. These concepts form the fundamental basis for each learner to enter the era of e-learning, distance learning, and the era of knowledge economy, which requires the preparation of a generation with strong personality with the ability to think creatively. And controls the environment and keeps them, Additionally, this study deals with educational concepts as an integrated system rather than separate each one separately.

1.4 Limitations of Study

It can disseminate the results of this study in light of the following determinants:

- 1) Objective limitation: the present study deals with research to identify attitudes of secondary school students in the State of Hail about contemporary educational concepts.
- 2) Spatial and temporal limitation: The study explores the views of a sample of public secondary school students in the State of Hail about contemporary educational concepts in the first semester of 2011/2012 AD.

1.5 The Study Terms

Attitudes: the mental preparations that consist at the student, as a result of the factors affecting his experience and make him stand in a certain position towards some of the ideas and people, or the things that are different views, according to social or moral value (Barrett, 2008).

Secondary school students: They are students who are studying in high school in science and arts branches, and who are studying in government or private schools in the State of Hail.

Contemporary educational concepts: the new educational concepts that have emerged in the late nineteenth century, then grown and evolved in the twentieth century and still contemporary in twenty-first century. They are: education technology, democratic education, and integrated education, and creative education, and environmental education (Beatriz, 2001).

2. Method and Procedures

2.1 Study Population and the Study Sample

The study population consisted of high school students in public school districts in the State of Hail, for the academic year (2011/2012) for the first semester.

The study sample consisted of 400 students from the study population, randomly selected from all secondary schools from school districts. Table 1 shows the distribution of the sample according to the variables of gender and branch of high school, and school type, and average.

Table 1. Distribution of study sample according to the variables of gender and branch high school and school type, and average

Variable	The level of variable	Number
Gender	Males	200
	females	200
Branch high school	Science	180
	Art	220
school type	public	300
	Private	100
Academic Average	low	50
	average	250
	high	100
Total		400

2.2 Study Tool

A special questionnaire has been used for this study consisted of 50 items distributed on (5) areas as follows: Technological education, democratic education, integrated education, creative education, and environmental education.

Items of study distributed equally on all the study areas, the items of the questionnaire have been building through access to the theoretical literature on the subject of study and take advantage of previous studies as Hamdan (2006) study.

2.3 Sincerity and Consistency of Tool

For the purpose of checking the veracity of the study tool to see if the tool is able to measure what has been prepared to be measured, the sincerity of content was extracted by using the method of arbitration. the questionnaire was evaluated by the field of pedagogy, psychology, and curriculum, their feedback were considered and made appropriate adjustment to the items of questionnaire. (15) Items has been deleted and has been kept (39) items of them.

To ensure the stability of measurement method stability of re-application it was used on a sample of 30 students from the high school students from outside the study sample. With time lag duration of ten days between the first application and the second application, it was found that the overall reliability coefficient was (96%) and it is an excellent value to check on the safety of the tool.

2.4 Application for the Tool

After completing the formal procedures for the application of the study, the researcher personally distributed a study tool for (400) high school students, in the areas of education in the State of Hail. It was agreed with the concerned authorities to implement the measure, on the students who are in specific. Classrooms, for the application of the scale information and guidance have been provided, The time period had been set for the implementation of items to answer the questionnaire.

2.5 The Study Methodology

The researcher used the descriptive analytical method which is characterized by its ability to survey opinions and trends related to the presented issue, directly from the sample. Also works on examine the relationship between different variables, leading to more accurate and clear and be generalized results.

2.6 Data Processing and Statistical Analysis

It had been distributed 400 questioners over study sample members, then SPSS version was used statistical analysis, averages, standard deviations and the value of (t-test) was calculated. The following sample shows the effectiveness levels of students' attitudes toward contemporary educational concepts by Likert scale. These categories are:

Level I: Strongly Agree has (5).

Level II: OK had (4).

Level III: neutral has (3).

Level IV: not agree had (2).

Level V: Strongly disagree has (1).

Based on this, the number averages obtained by the present study adopted the following standard:

Table 2. Estimate arithmetic mean

Averages	Estimate
3.5 and above	High
2.5-3.49	Average
1-2.49	Low

3. Results and Discussions

The study found the following results:

for the first question averages and standard deviations shown in Table 3.

Table 3. Means and standard deviations of the responses of the study sample to study areas as a whole

no	Area	Mean	Standard Deviations	Rank
2	Environmental Education	3.68	0.721	3
3	Democratic Education	3.72	0.698	2
4	Technology Education	3.95	0.772	1
7	Creative Education	2.89	0.726	5
5	Integrated Education	3.02	0.803	4
	Total	3.45	0.712	

Notes from Table 3 show that the field of education technology had the highest rating of the students on all levels of study, with a mean (3.95) and high level, followed in rank the field of democratic education with a mean (3.72) and high level, followed by the field of environmental education with a mean (3.68) high level answer. The areas of integrated and creative education; showed the following order of average. The direction of

the study sample tends to level answer (average) on these areas where ranged between (3.02-2.89). Finally, the overall average for the areas as a whole (3.45), and the level of the average answer. Regarding the attitudes of students toward contemporary educational concepts in every field of study, it has extracted averages and standard deviations of the responses of the population of the study on each items of each field as follows:

First-Environmental Education: The table (4) shows analysis of the field of environmental education for the items contained in the questionnaire, showing the mean and standard deviations of the attitudes of the study sample.

Table 4. Mean and standard deviations of the responses of the study sample for each items of the area of environmental education

Item	Mean	Standard Deviations	Rank
Resist the idea of extravagance in natural resources	3.96	0.872	1
I appreciate the student who contributes to the campaign of cleaning up the environment.	3.84	0.868	2
I follow clean the classroom after school.	3.81	0.94	3
Do not stay away from the teacher who cares about nature.	3.79	0.872	4
I think it is my duty to provide tranquility to others.	3.72	0.837	5
I avoid the teacher who does not care about ecology.	3.69	0.801	6
I feel in the importance of saving water school.	3.35	0.757	7
Don't want to be quiet.	3.28	0.622	8
Total	3.68	0.721	

The table 4 shows that the arithmetic mean of the attitudes of the study sample toward contemporary educational concepts in the field of environmental education are optimized equal to (3.68). According to the statistical criteria for this study, the estimate of the study sample was high, items in the rank (1, 2, 3 and 4, 5, 6), respectively, the arithmetic averages ranged between (3.69-3.96) are high in attitudes. Also noted that the ranks of items (7, 8) came in ranked medium and mean performance respectively (3.35, 3.28) and any items has not attained a low level.

Second, the field of democratic education: The table (5) shows analysis of the field of democratic education for the items contained in the questionnaire, where it has been found the mean and standard deviations for the students' attitudes.

Table 5. Mean and standard deviations of the responses of the study sample for each items of the field of Democratic education

Item	Mean	Standard Deviations	Rank
Impressed with the teacher who respects the opinion of the students.	4.31	0.715	1
I reject the teacher who is affected by personal relationships.	4.22	0.714	2
Prefer different types of evaluation.	4.12	0.882	3
I feel that the school provides the education that I want.	3.94	0.929	4
I hate that teacher commitment to do specific action.	3.88	0.983	5
The teacher should understand my desire and take into account the answers when ask a question.	3.42	0.773	6
I do not like the commitment of specific concepts.	3.41	0.782	7
I do not feel that the teacher fair in evaluation.	2.46	0.741	8
Total	3.72	0.698	

The table 5 shows that the averages for students' attitudes toward contemporary educational concepts in the field of democratic education is optimized equal to (3.72), according to the statistical criteria for this study the estimate of the sample was high. The students' attitudes toward the items in the ranks (1,2, 3 and 4.5) respectively, and arithmetic averages ranged from (3.88-4.31), while the items of ranks (6.7) the attitudes of the study sample tends to level of answer (average), and arithmetic averages, respectively (3.42, 3.41), while rank of item (8) was the trend towards a reduced students and a mean (2.64).

Third, the field of Integrated Education: The table (6) shows analysis of the field of Integrated Education for the items contained in the questionnaire, where the averages and standard deviations calculated for students answers.

Table 6. Mean and standard deviations of the responses of the study sample for each item of integrated education

Item	Mean	Standard Deviations	Rank
I feel that all the lessons are important for the development of my character.	3.18	0.988	3
I think that the teacher is not interested in the development of my character in general.	3.29	0.718	2
I feel that there are differences between what I learn in school and the other institutions of society.	3.58	0.865	1
I feel that I learn the lessons that do not include knowledge, skills and values.	2.97	0.938	4
I feel like I need life skills.	2.90	0.717	5
I think I will be eligible to enter life fully.	2.87	0.989	6
I think that the teacher uses in teaching horizontal integration with other materials.	2.73	0.737	7
I love to learn all the sciences.	2.64	0.781	8
Total	3.02	0.803	

The table 6 showed that the arithmetic mean of the attitudes of the study sample toward contemporary educational concepts in the field of integrated education is optimized equal to (3.02). According to the statistical criteria of this study is the estimation of the study sample was average. However, the item: "I feel that there are differences between what I learn in school and the other institutions of society" got arithmetic average (3.58) and it's highly. The direction of the study sample tends to average have got the other items on the arithmetic averages ranged between (2.64-3.29).

Fourth: the field of creative education: The shows (7) show analysis of the field of creative education for items contained in the questionnaire, where the averages and standard deviations calculated for attitudes of study sample.

Table 7. Mean and standard deviations of the responses of the study sample for each item of the field of creative education

Item	Mean	Standard Deviations	Rank
I do not like the change in thinking.	3.11	0.82	2
I avoid the teacher who encourages outstanding achievement.	3.01	0.925	3
Stay away from the question, "Why?"	2.97	0.995	4
I hate to present my work in front of students.	2.86	0.719	5
I ask a lot of questions to clarify certain idea.	2.25	0.867	8
I like the teacher who renews his means and methods.	3.61	0.803	1
The best teacher who helps me to identify new alternatives.	2.60	0.822	7
Total	2.89	0.726	

The table 7 shows that the arithmetic mean of the trends of the study sample toward contemporary educational concepts in the field of creative education is optimized equal to (2.89). According to the statistical criteria for this study, the estimate of the study sample was average, the item "I like the teacher who is renews his means and methods" has got arithmetic average (3.61) and it's high level. The ranks of items (2,3, 4, 5, 6, 7), respectively, has got mean ranged between (2.60-3.11). And the direction of the study sample tends to level the answer (average) on these items. However, the item "I ask a lot of questions to clarify certain idea" ranked low with a mean (2.25).

Fifth: the field of education technology: The table 8 shows analysis of the field of education technology for the paragraphs contained in the questionnaire, where the averages and standard deviations have been found of the trends of the study sample.

Table 8. Mean and standard deviations of the responses of the study sample for each item of the field of education technology

Item	Mean	Standard Deviations	Rank
I understand computerized lessons better.	4.68	0.857	1
Stay away from a teacher who uses technology in classroom.	3.39	0.804	6
I appreciate the teacher who is able to employ the means and modern techniques in his lessons.	4.56	0.697	3
I reject the idea of e-learning.	3.41	0.835	5
I think that technology is essential for modern life.	4.22	0.795	4
Really like education by using the computer.	4.62	0.896	2
I hate the use of computers in education.	3.37	0.927	7
I avoid reading the instructions supplied when using the device for the first time.	3.35	0.798	8
Total	3.95	0.722	

The table (8) that the arithmetic mean of the trends of the study sample toward contemporary educational concepts in the field of education technology optimized equal to (3.95). According to the statistical criteria for this study, the estimate of the study sample was high. And noted that the ranks of item (1, 2, 3,4), respectively, their mean ranged (4.22-4.68) in the first ranks was the direction of the study sample tends to level the answer (high). While the rest of the items were the answers at the level of (average), which respectively (5,6, 7, 8) with mean ranged (3.35-3.41)

The second question, states: "Are there statistically significant differences in the attitudes of secondary school students in the State of Hail about selected contemporary educational concepts due to gender, and the branch of public secondary, and type of school, and academic achievement".

To answer this question: the mean and standard deviations were calculated using of the responses of the study population for each of the items depending on the questionnaire of the variables of the study, as shown in the table (9).

Table 9. Arithmetic means and standard deviations of the responses of the students according to the study variables

Variable	The level of variable	Number	Mean	Standard deviations
Gender	males	200	3.48	0.701
	females	200	3.42	0.685
Branch of public secondary	science	180	3.43	0.698
	art	220	3.47	0.691
Type of school	public	300	3.46	0.699
	private	100	3.44	0.690
Academic achievement	low	50	3.46	0.705
	Average	250	3.45	0.689
	high	100	3.44	0.691
Total		400	3.45	0.695

It is noticed from the table (9) that the average male responses ostensibly higher than the average female responses. Furthermore, the average responses arts section outwardly higher than the scientific section. While the average of public schools ostensibly higher than private schools, as there is no significant difference for average.

To learn the significance of those differences it was used analysis of covariance as shown in the table (10).

Table 10. Analysis of covariance to reveal the impact of the four variables in the response of the students to identify trends of high school students about contemporary educational concepts

Source	Sum of squares	Degree of freedom	Mean squares	t test	Level of statistical significance
Gender	0.535	1	0.535	0.494	0.483
Branch of public secondary	0.015	1	0.015	0.014	0.906
Type of school	0.056	1	0.056	0.051	0.821
Academic achievement	1.593	2	0.796	0.735	0.480

It is noticed from the table 10 that there are no statistically significant differences in the trends of high school students in Hail due to the four variables of the study.

4. Discussion of the Results

First, it will be discussed the results related to the first question, which states "What are the attitudes of students at the secondary level in Hail about contemporary educational concepts"?

For the purposes of clarification and discussion of the results of the study will be discussed all fields, then discussed each of the concepts individually. The results of the current study showed that the areas of the study was on average degree of importance to students, where the arithmetic average of the total (3.45), which is on average.

Results of the study also showed that three of the study areas were in a high level, which are: technology education first, where the average views of students (3.95), then the field of democratic education where the average views of students (3.72), then the field of environmental education as the average views of students is (3.68). And in the middle rank the following areas respectively: Integrated Education, Creative Education. Where the mean for views of Educational Integrated (3.02) and creative was (2.89). Finally, the overall mean for the areas of (3.45) and the level of response (average), and did not come from any of these areas in the low level of importance. The researchers believes that the reason for the occupation of the field of education technology in

the first place should be due to the result of the distinctive efforts made by the Ministry of Education in the field of education and development projects, including introduction of computers in education. This result agrees with the study of each of the Hamdan (2006), and Amawi, (2003), and Abu Shaia'ra (2009). The results show that students' interest in technology, due to the entry of technology in all spheres of life, including the field of education, technology and entry to the field of employment. As advances in technology make the overall objective of raising the degree of complexity that require some sort of organization and specialization. In addition to the development of modules for computer centers in schools, students connect to the internet, and convince a lot of students of computer culture.

The field of democratic education came in second place. The results indicated that the arithmetic mean of the responses of the sample on the items of this area lies between the level of high, and medium. This result is corroborated with studies of Al Furaihat (2001), and Hamdan (2006), and Abu Shaia'ra (2009). Which indicated the presence of positive attitudes towards the concepts and democratic principles among students through classroom, and non-classroom activities. This result also comes in line with the spread of democratic thought in all spheres of life in general and education in particular. Hence, this result reflects the needs of the students that come to the point of reflection for teachers representing the modern educational concepts concerning with democratic education. It became necessary for the teacher to adhere to many values of the society to which he belongs such as respect for the student's personality, and the development of a sense of responsibility, initiative, and the ability to achieve the guidance and the justice and equality. In the field of Integrated Education results showed students' responses to the items relating to the integrated education that the total mean was (3.02) and is located at the level of the average answer, the item "I feel that there are differences between what I learn in school and the other institutions of society" showing a mean (3.58) high estimate. In the first place, the item "I like to learn all the sciences," with mean (2.64) has got high estimate and in the last place. It is consistent with the view of the Tal (2012) that the individual in the modern era has been facing many life problems, which increases the importance of preparation and upbringing integrated education. As it came to be seen as a process of education continued growth seeks to develop all aspects of the human personality. Therefore, the teacher should provide the right conditions to facilitate the process of education and develop all aspects of the personality of the learner's physical, cognitive and emotional in a manner consistent with the philosophy of community.

In the field of creative education, the results showed that the overall average for the field of creative education was highly average (2.89). The item "I like the teacher who renews his means and methods" in the first place, with mean (3.61). The item "I ask a lot of questions to clarify certain idea" in the last rank, the arithmetic average (2.25) and a low estimate. This result is consistent with studies of both Hamdan (2006), and Amawi, (2003), and Abu Shaia'ra (2009) which indicates the presence of growth in the ability to creative thinking and critical thinking of the students with their progress in the educational level. Hence, the need for creative education and its importance for teachers and learners. Thus, the teacher must provide potential educational environment that enables learners to choose the topics and issues that are relevant for them and move away from traditional methods and techniques that do not provide an educational environment for students to help them open to creativity. And there is still a lot of life lessons away from the psychological and social development of the learner.

Second, discuss the results for the second question, which stated "Are there statistically significant differences in the attitudes of secondary school students in the State of Hail about selected contemporary educational concepts due to gender, and the branch of public secondary, and type of school, and academic achievement?"

The results indicated no differences in the averages of responses of the study sample according to the variables at the significance level ($0.05 = \alpha$) and study attributes to no differences between students according to the study variables on the fields, however, these areas; technological education, democratic education, and integrated education, and creative education, environmental education represent the needs of the students, no matter what their education level or gender. Perhaps, the reason is also that differences are close. There were no significant differences between students attitudes toward current educational concepts, between private and public schools. This is due to living in the same society and experiencing the same concepts. The high level of educational attainment or decline does not reduce the need for students to represent these concepts. In addition to what experienced by the community from social and economic changes, cognitive, and the consequent changes in the field of education, education are concepts become an urgent necessity for all members of society as well as goal sought by the weak student. This study on the differences with the study of Hamdan (2006). However, they also agreed with the study of Hamdan (2006), which did not indicate the presence of statistically significant differences related to gender for following areas: Self-confidence, creativity, education technology, education, and self-education, and Integrated Education.

5. Conclusion

In light of the findings of the study on trends in secondary school students about contemporary educational concepts, this study recommends the following:

- 1) Providing educational environments conducive to the development of creative thinking skills; as originality, flexibility and fluency and Addition
- 2) Development of curricula and courses commensurate with the nature of contemporary changes both in terms of content, and in terms of the implemented methods and techniques, and so as to ensure the achievement of a creative education to ensure the learner to express him, and invests his energies.
- 3) Development of knowledge and values and the positive trends that are related to the employment of technology in everyday life.
- 4) Interest to enter contemporary concepts associated with each field in all phases of the study.

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