

RE

*Religious
Education*

Leadership and
Professionalism in
Religious Education



Taylor & Francis
Taylor & Francis Group

Volume 97, Number 4, Fall 2002

TEACHER PERCEPTIONS OF THE IDEAL HIGH SCHOOL STUDENT IN THE STATE RELIGIOUS SUBSYSTEM IN ISRAEL AS INFLUENCED BY TEACHER PROFILE

Nava Maslovaty
Bar-Ilan University

Abstract

This study presents a constructivistic viewpoint of the ranked order of ideal high school student traits as perceived by state religious teachers in Israel, and an explanation of their preferences based on the teachers' profile. The sample consisted of 357 junior high and high school teachers, who responded to a questionnaire containing 40 student traits and 46 indices on their background, teaching context, and belief system. Academic and religious traits were integrated throughout teachers' preferences, indicating their belief in the mutual importance of these educational goals. Teachers' belief systems explained the most variance in ideal high school student traits.

BACKGROUND

Purpose of the Study

The purpose of this study is to: (1) present a multifaceted and multivariate definition of the ideal student, which includes both traits and structures and (2) explain the preference of the teachers by the three main areas of personal background, teaching context, and belief system. As such, this study presents research regarding perceptions

The data for this study were gathered as part of a survey on "Teachers in State Religious Education" (Maslovaty and Gaziel 1997). I would like to thank my colleague in the study, Professor Haim Gaziel from the School of Education, Bar-Ilan University, and the Teachers' Association for the Advancement of Education and Teaching, which funded the study. I also would like to offer special gratitude to Professor Marvin C. Alkin, from the Graduate School of Education and Information Studies at the University of California, Los Angeles, for his helpful feedback and support.

A short version of this article was presented at the 7th European Conference for Research on Learning and Instruction, August 26-30 1997, Athens, Greece.