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THE LINKAGE BETWEEN CHOOSING THE COURSE OF STUDY IN HIGH-SCHOOL AND CHOOSING THE DOMAIN OF STUDY IN THE HIGH EDUCATION AMONG ARAB STUDENTS IN ISRAEL

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ABSTRACT

This paper examines the linkage between the course of study in high-school and choosing the domain of study and professional career among Arab students in Israel. 122 Arab graduates participated in this research, randomly chosen from the semester of the school year 2002, from one of the Arab towns characterized by one of the highest levels of achievements. The findings show that choosing the course of study in high-school among most students with high achievements is a personal choice far from any influence of other factors including parents and friends. According to what we found, the profession of academic study is not related at all to the course of study in high-school. The process of choosing the domain of academic study results from a personal choice, which is influenced by the opportunities' structure in the labor market.

Keywords: High Education, Arab Students in Israel, Career choice, decision-making.

INTRODUCTION:

Many psychological and social theories dealt with the process of making decisions concerning planning professional career, they concluded that it is not clear from the theories when exactly the focusing on career occurs (Osipow, 1990). Osipow suggests that all the factors together: the personality factor, both the environmental factor, the narrative-self factor, and the combination between them, is what generates the mechanism of career development. An integrative combination between self-capability factors in career making-decisions and internal and external barriers can predict focusing on career planning (Creed, Patton, & Bartrum, 2004). The social-cognitive theory, which was developed and shaped by (Bandura, Self-efficacy: Toward a unifying theory of behavioral change, 1977), perceives the learning processes as laws that shape the personality, emphasizing the social dimension. The human behavior is designed by interaction between internal and external forces. A behavior is formed from the interaction between man and environment. The environment serves as a knowledge source and constitutes a base for the expectation system of man, thus the environment affects the cognitive system. The expectations, being a part of the cognitive system lead the individual to behave in a way that makes him receive empowerments from the environment, and thus, actually, the expectations determine the behavior (Bandura, 1986). (Super, 1983), in his developmental theory about planning career, suggested that the professional self-image is formed in stages starting from the childhood up to the end of life, through processes of adaptations and modifications between self-image and reality.

Since our research focuses on adolescence age, we will try probe the development theory on this issue. Piaget suggested in his developmental theory that when the child reaches the adolescence age, some qualitative changes occur in his thinking, transferring from concrete thinking to formal thinking, which is characterized by alternative formulation ability for solving problems while using abstract concepts (Solburg, 1996), the literature points at a number of cognitive changes that occur among adolescences: improvement in reflective thinking and ability and improvement in remembrance ability and coping with problems (Keating, 1990) and improvement in organizing the cognitive processes, usage of logic of causal and of analogical thinking (Mau & Fernandes, 2001). According to (Feldman, 1995) adolescences usually make decisions on rational and systematic base, but their little maturity and experience causes unwanted results.

(Lewin, 1981), pointed at different problems in the process of making decision among adolescences including: delaying the decisions related to their professional and personal future; difficulty to ask for help from adults; impaired self-perception; taking risks; tendency to generalization and a lack of autonomy and experience in making decisions. Adolescences attribute big importance to their particularly critical decisions; especially those associated to with their educational and occupational future (Violato & Holden, 1988); (Bibby & Postersky, 1985). (Hultsman, 1993) believes that the difficulty results from influence of significant others (parents, friends) on adolescences and their decisions.

The purpose of the current research is to understand the relationship between the course of study in high-school and choosing the domain of study and professional among Arab students. The research probes this issue using a close-ended questionnaire with high-school students from the Arab schools. The research attempts to identify and map two main points that deal with students' choice of their academic domain and professional career:

A. What are the factors that influence Arab students while choosing their course of study in high-school?

B. What are the factors that influence the students for choosing the academic domain after finishing the 12th grade?

THEORETICAL BACKGROUND:

Choosing study domain/profession among adolescences:

Most decisions of adolescences are focused around life routine; and few of them deal with political, financial and family life issues. Although this period is characterized by a rise of responsibility level; adolescences start to determine and take decisions in different aspects of their lives including their health, family roles, social relations system, and their contribution to the community (Freidman Y. , 1998). The ability of making decisions is developed among teenagers at the beginning of the adolescence period, while at the age of almost 15 years they start to make decisions like the adults do. The transition from childhood thinking to adult thinking is expressed by controlling different necessary processes that facilitate missions involved in stable decision-making: identifying the problem, producing alternatives, information reliability received from different information channels, identifying the utility and risks involved with these alternatives. Moreover, a remarkable improvement is evident in awareness for processes related to the process of making decisions (Keating, 1990) (Freidman Y. , 1998).

(Mann, Hormoni, & Power, 1989) identified nine elements which are not only cognitive, that contribute to rational decision making: maturity to choose; understanding; creativeness; compromise; purposefulness;

preciseness; reliability; consistency and commitment.

The professional literature pointed at a number of factors that can influence making decisions among adolescences concerning choosing a profession and academic domain:

A. Structure of opportunities: the rational choice approach perceives the choice of parents and their kids of domain of study as a rational choice based on rational considerations of cost and benefit both concerning the proceeding academic path and choosing a profession (Goldthrope, 1996; Breen & Goldthrope' 1997). The classic choice theory and the human capital theory assume that people make decisions in a rational and beneficial way (Addi-Raccah, 2005); (Gati & Tal, 2008); (Hartung & Blustein, 2002). Students choose their academic path in accordance with the work opportunities available in the labor market (Roberts, 1981). But according to McDonogh (1997), students' choice takes place in a state of uncertainty and limited rationalism due to their inability to analyze and understand the structure of opportunities available for them in the labor market; hence, their choice is subjective and influenced by their inner world and their personal perception of the reality.

B. kinds of capital; the human capital approach and the critical approaches suggest considering choosing an academic domain as influenced by the social stratification and hierarchy, by the personal resources of the individual (Bourdieu, 1979); (Blau & Duncan, 1967); (Hodkinson & Sparkes, 1997). These approaches assume that parents pass to their children different kinds of capitals, social, cultural and economic capitals that affect their academic domain choice and education level, and this is in accordance with parents' position in the social stratification (Coleman, 1988). The kinds of capital passed are determined by parents' position in the social stratification (Steelman & Powell, 1991); (Marini, Shin, & Raymond, 1989); (Hearn, 1991). (Gofen, 2009) refers also to the family capital which reflects the total means, strategies and resources embodied in family life management concerning behavioral, emotional and value aspects, that influence the family members. Many researches dealt with parents' expectations and their influences on the academic behavior of children, and with the relation between the socio-economic status of the family and the success of children in their study one hand, and parents' involvement as a factor in their success (Ermisch & Francesconi, 2003); (Perna & Titus, 2005).

C. the socializing process; the developmental approach perceives choosing a profession as an ongoing process throughout the socialization process an individual passes; and it is influenced by external factors that affect the individual's development. Ploom (1966) presented a distribution of the factors and motives that influence choosing a profession. These factors are divides into two groups: internal factors and external factors, and each group is divided again to directing factors and bordering factors. The internal directing factors include the inner world, tendencies, ambitions, preferences, values, and ways of treating other people, needs and interests of the individual. The internal bordering factors contain the characteristics of an individual including, gender, education level, age, skills and more. On the other hand, the external directing factors include key images (parents, teachers and friends), information sources. External bordering factors include occupation opportunities in the labor market, socio-economic status of the family. When the socio-economic status is low, sometimes the choice is a less prestigious institute (Hearn, 1991). In Finland, for example, applicants with high grades and cultural capital preferred universities over professional post high-school institutions (Ahola & Nurmi, 1997).

D. future employment orientation; the choice of an individual of his profession starts at early age by building self future orientation that includes thoughts and images concerning the future profession. This orientation directs the individual's planning of his life disposition and his professional plans (Sginer, 1995).

E. standard of living; the individual activates different rational considerations in choosing future profession aimed to ensure a proper standard of living (professional prestige; work conditions, promotion opportunities, etc) (Gati, 1998). The professional literature informs us about different images that influence the adult decision concerning choosing a profession or study domain. (Westcott & Davies, 1995) probed adults' behavior in seeking help, and found that making a decision to ask help is related to the traits of the source of help more than the needs of the person asking for help.

In the researches of (Otto, 2000) about ethnic groups, it was found that the parents are considered central images with a load of influence on their kids' decision, while they are considered to be a source of consultation concerning the professional plans. (Brown, 2002) found that the process of developing a career among people with collectivist values is influenced by the attitudes of the surrounding family and society, since the collectivist culture preserves honor for family and parents and their will. Shila (1985) found that although the children demonstrate lack of influence of their parents on their decisions, still they are influenced for their parents' attitudes and expectations consciously or unconsciously, while it was found that when children choose a profession they choose a profession domain favored by their parents; while (Freidman, 1989) suggest that the kids prefer to consult with a reliable and qualified source, therefore they refer to adult experts.

According to (Tatar, 1998), another image of influence is the teacher, the daily interaction between students and

teachers open an emotional and intimate relation between the two sides. (Gilat & Winter, 1998) suggest that also students' reference to the school educational counselor is another function of the close relations between the two sides and perceiving the counselor as an expert.

The students do not consult with their friends and neither are they influenced by them concerning their professional choice due to their lack of knowledge. (Freidman, 1989) found that the general tendency of adolescences to consult with older people especially when the problem is not personal, but when it is personal problem they prefer their friends over others. (Baron, Carr, & Milner, 2004) found that the notion that adolescences' actions result from internal factor is a partial fact, since the realty informs us they are influenced by the surrounding society. However, in spite of what has been said, it must be indicated that there are researchers that suggested that the academic choices in the high school level are different from the professional choices in more matured levels (Stringer, Kerpelman, & Skorikov, 2012).

Academic choices in the high school level are not necessarily perceived as compelling for choosing academic domain in the high education or the future profession, rather as an initial stage in the processes of making their career deisions (Fouad, 1995), as the knowledge level about career development and making professional decisions in younger life levels is not high (Salami, 2008). In other words, making academic and professional decisions is a product of different developmental processes that start in early age, which can be considered as short term decision and not a long term professional career decision.

The factor that influence Arab students' choice of their academic domain and profession

(Freidman, 1989) suggested that processes of making decisions and the considerations involved in them are culture-argumentation; therefore it is advisable to probe the culture of Arab adolescences in Israel. Before we discuss the factors influencing the Arab student's choice of his study domain, we would like to refer briefly to the Arab population characteristics and the social and political context in which the Arab population in Israel is situated.

Up to 2015, 1,730,000 Arab people lived in Israel, constituting almost 21% of the total population (the central bureau of statistics, 2015). The rate of women who participate in the labor market is very low historically, reaching one third of the Jewish women, and in 2011 it was only 22% (Report of the national council for economy, 2015).

The Arab minority in Israel lives under pressure and limitations in choosing a profession, and this affects making professional decision by the Arab adolescence who must take into consideration the limitations and alternatives (Hilal, 1999). The Arab population, being a minority population, attributes big importance to high education due to its passage from a traditional society to modern society (Al-Haj, 1995), because high education is a major central tool for social and economic mobility both in the individual and the collective level; in addition of being means for integration in the overall Israeli level (Abu-Asbah, 2005); (Al-Haj, 2003). In a minority group within a multi-national and multi-cultural society, the education occupies a special importance. The education system can be a factor that facilitates development and progress or a conservative factor social stagnation. In the modern country, universities and education have been always perceived as means for elevating the professional and social status of the minority group (David, 2007). Researchers found that minorities attribute importance to high education in order to escape for the fate of unemployment and social marginalization (Hagel & Shaw, 1996). However, this society is still a collectivist one in many fields and is found in the margins of the overall Israeli society.

The issue of high education among the Arab population was wildly researched. The researches exhibit many findings dealing with personal aspects (Abu-Saad, 1999), subjective and social aspects (Roer-Strier & Haj-Yahia, 1998), difficulties of the Hebrew language as a second foreign language (Amara & Abd el-Rahman, 2002); (Olshtain & Nissim-Amitai, 2004) and with the academic level in the previous stages before high education study (Khattab, 2005).

Arab Academicians in the Labor Market:

Despite the increase in the education level as well as the rate of educated people in the Arab population, the employment opportunities system in the local Arab labor market is still very limited. According to (Haidar, 2005), the Arabs in Israel exist in the margins of the Israeli economy, as a result of inaccessibility to the Israeli labor market. Also, the Arab society failed to develop the local labor market that offers less work opportunities and inappropriate wages compared with the Jewish labor market. Therefore, they refer to the education system as a refuge for employment. (Klinov, 1989) refers to the kinds of discrimination against Arab employees in the labor market, both in the personal and the collective level, and concludes that Arab workers are strangers in a well organized labor work. In her conclusions, she indicates that the reasons for the "strangeness" of the Arab workers is not clear, is it due to their age-education structure or to political weakness.

More and more Arab educated people, because of the lack appropriate employment for their studies both in the Jewish and the local market, turn to the teaching domain which is considered the leading employment source

among Arab academicians. The Arab society suffers from the lack of development of the professional education domain that can train a work force suitable to the market demand in the labor market. The big majority of the Arab academicians study in domains that do not contribute to the economic development, and many of them work in the fields of services, education and clerical work (Haider, 2005).

Many Arab academicians with high achievements in high school turned to free occupations such as medicine, and managed to integrate in the profession in hospitals and in private clinics and public institutions, most of which are Jewish. This fact is important because of the few opportunities and the low willingness of the Jewish public to integrate Arabs in public institutions, and on the other hand because of the ambition of Arabs in Israel to integrate in them. The local labor market is more accessible for Arab academicians, especially in professions such as teaching, attorney, engineering and CPA, since in most cases they are not accepted to work in these professions in the Jewish labor market, and forced to work as self-employed or be hired in the local labor market. The Arab students in Israel recognize that the work in high-tech professions is limited for them due to the linkage between these professions and the security martial domain (Khattab N. , 2003). Therefore, most Arab students give up in advance their professional ambition and acquire a profession with high level of demand in the limited local labor market (Khattab N. , 2003). Among female Arab students this situation is doubled, they compete against Jewish and Arab academicians; therefore they tend to choose the education professions as a default option, that meet society's expectations from them, and hence we also can understand the significant increase of female teachers in schools in the recent years. Even if an Arab academician acquired high education in one of the technologic profession, this academician will be willing to accept a job offered to him, even if this job is not appropriate for his education.

METHODOLOGY:

Research Population:

This research was conducted in 2016 among high school graduates who completed their study in the semester since 2002 (namely, 14 years after they finished their study) in one of the Arab settlements. This settlement is characterized by one of the highest levels of education among the Arab settlements. 122 graduates who studied in five specializations: 40 in sciences; 38 in electronics; 22 humane theoretical; 18 in computer-aided design and manufacturing (CADM); and 4 in regular matriculation lane (RML).

Research Tool:

The research tool built for the purpose of this research is a quantitative interview. The interview structure was designed to respond to a number of aspects related to the examinees' studies, including: personal information, specialization in high school and the considerations in choosing the course of study in high school; in addition to considerations in choosing study domain/profession afterwards in the high education.

Research Method and Procedure:

Data collection was made in coordination with the school. The school provided the information of the different classes including nominal lists, telephone numbers and students' course of study. As mentioned before, the students belong to the semester from the year 2002. Choosing the sample was performed randomly. All graduated that we managed to reach them from the total semester.

DATA ANALYSIS:

The data was analyzed by the rational choice approach that considers choosing the study domain as a rational choice (Goldthorpe, 1996); (Breen & Goldthorpe, 1997). This approach is determined by the structure of opportunities in the labor market (Roberts, 1981).

RESEARCH RESULTS:

Participants' demographic characteristics:

Table 1 presents the personal and socio-demographic characteristics of the research participants. The research sample included 122 people, 50.8% of them were males. Almost one third of the interviewees (32.8%) in the high school studied science; 31.1% of them studied electronics; 18% studied humane theoretical; in addition to 14.8% who learned computer-aided design and manufacturing (CADM); and the rest (3.3%) in regular matriculation lane (RML).

Table 1 referred to the interviewees' academic specialization and it was found that most interviewees (42.5%) studied teaching professions; 32.9% studied pre-medical domains; 13% of the interviewees studied in the medicine domain, and almost 8.8% studied engineering, while 2.7% of the interviewees reported that they did not take part in academic studies. The leading learning place among the interviewees is the collage; while half of them indicated that they learned in one of the collages in the country; universities are in the second place

with 42.6% of interviewees; 6.4% of the interviewees learned in the Open University, and 2.1% learned abroad.

Table 1: Demographic Characteristics Distribution

Variable	Percentage
Gender	
Man	50.8
Woman	49.2
Specialization in high school	
Science	32.8
Electronics	31.1
Humane theoretical	18.0
Computer-aided design and manufacturing	14.8
Regular matriculation lane	3.3
Academic specialization	
Teaching	42.5
Pre-medicine professions	32.9
Medicine	13
Engineering	8.8
Did not study	2.7
Institution of academic studies	
Collage	48.9
University	42.6
The Open University	6.4
Abroad	2.1

The factors that influence choosing the course of study in senior high school:

Table 2 presents the results of analyzing the factors that affect choosing the course of study in senior high school. The table findings indicate that the most influencing factor on choosing the course of study is the desire of parents (57.4%); in the second place we find the personal choice factor (55.7%); the factor 'friends' influence' comes in the third place (53.3%); after that we find 'senior high school classification' (34.4%; and receiving consult from the school did not get any score.

In addition, we can see there is a statistical significant relation between the course of study and the personal choice factor (χ^2=45.901; P<0.01). Another statistical significant relation was found between the course of study and the factor 'desire of parents' (χ^2=68.798; P<0.01). According to table also, we found that there is statistical significant relation between the course of study and the factor of personal friends affect (χ^2=44.602; P<0.01). Another statistical significant relation was found between the course of study and the influencing factor 'senior high school classification' (χ^2=44.602; P<0.01).

Table 2: distribution of course of study choice by the examinees from senior high school according to factors of influence N (%)

	Personal Choice	High School Counselor	Desire of Parents	Friends' Influence	Senior High School Classification
	N=68	N=0	N=70	N=65	N=42
	(55.7%)	-	(57.4%)	(53.3%)	(34.4%)
Science	47.0	0	44.3	49.2	0
Electronics	32.4	0	50.0	41.5	0
CADM	20.6	0	0	3.1	42.9
Humane- Theoretical	0	0	5.7	6.2	47.6
RML and Direction	0	0	0	0	9.5
Total	100	100	100	100	100
χ^2	**45.901		**68.798	**44.602	**113.946

P	0.000		**0.000	0.000	0.000

**P<.01 *P<.o5

Another domain we examined was choosing course of study by gender. Table 3 indicates that there is a statistical significant relation (χ^2=14.094; P<0.05) between the course of study and the influencing factor 'personal choice' among the men group.

Another statistical significant relation was found between the course of study and the factor 'parents' influence' among men (χ^2=58.339; P<0.01) and among women (χ^2=13.806; P<0.05).

Table 3 points at a statistical significant relation between the course of study and the factor 'friends' influence' among men (χ^2=22.855; P<0.01) and among women (χ^2=21.197; P<0.05).

This table refers also to the influence of the factor 'senior high school classification' on choosing the course of study. The results indicate a statistical significant relation between the course of study and 'senior high school classification' among men (χ^2=62.000; P<0.01).

Table 3: Distribution of Course of Study Choice of the Examinees in Senior High School according to Gender and Influence Factors (N=122)

		Science	electronics	CADM	Humane Theoretical	RML direction	χ^2	P
Personal Choice	men	16.7	44.4	38.9	0	0	*14.094	0.007
	women	81.3	18.8	0	0	0	**34.018	0.000
Secondary School Recommendation	men	0	0	0	0	0		
	women	0	0	0	0	0		
Parents' Influence	men	25.7	74.3	0	0	0	**58.339	0.000
	women	62.9	25.7	0	11.4	0	**13.806	0.000
Friends' Influence	men	30.8	61.5	7.7	0	0	**22.885	0.000
	Women	61.5	28.2	0	10.3	0	**21.197	0.000
Senior High-School classification	men	0	0	69.2	15.4	15.4	**62.000	0.000
	women	0	0	0	100	0	**50.909	0.000

**P<.01 *P<.05

The factors that influence choosing domain/profession of academic studies:

Table 4 presents the results of analyzing the factors that influence choosing the domain of academic studies in general according gender distribution. The table findings indicate that the most influencing factor on choosing the domain of academic studies is the employment opportunities in the labor market (88.5%), the second factor is 'lack of opportunities', namely their choice of the study domain results from lack of choice and not from their own will. Parents' influence comes in the third place (67.2%), after that, we find the factor 'friends' influence' (14.8%), in the last place we find the factor 'receiving career consult' (0%).

In addition, we see a statistical significant relation between examinee's gender and the factor of 'desire of parents' (χ^2=27.819; P<0.01), while more women indicated that their choice of study domain is influenced by the parents (90.0%), compared with men (45.2%). Another statistically significant difference was found between the factor 'lack of possibilities' and the examinee's gender. 81.7% of the women indicated that their choice of study domain resulted from 'lack of possibilities', but only 65.5% of the men indicated the same thing, but in the remaining factors no statistically significant relations were found (P>0.05).

Table 4: Distribution of Academic Studies Choice of Examines in The Senior High School according to Gender and Influence Factors (N=%)

	Employment Opportunities	desire of parents	Friends influence	receiving career consult	Lack of possibilities
Men	93.5	45.2	9.7	0	56.5
Women	83.3	90.0	20.0	0	81.7
χ^2	3.132	**27819	2.583		*9.040

P	0.068	0.00	0.088		0.002

**P<.01 *P<.05

The relation between the course of study in senior high school and the domain of academic studies:

Table 5 presents an analysis of the relation between the academic studies domain and the course of study in senior high school. The findings of this table indicate that more than half (57.1%) of the interviewees who studied medicine in the country or abroad are graduates of the electronics course of study, and 28.6^ of them learned in the science course of study and 14.3% of them learned in the humane theoretical course of study.

73.3% of the graduates of electronics course of study specialized in pre-medical professions, and 13.3% from those who studied pre-medical professions learned computer-aided design and manufacturing in high school; the rest learned science and humane theoretical (6.5% each). Regarding those with teaching profession, it was found that 55.6% of them learned in the science course of study, and about a quarter of them (25.9%) learned in humane theoretical course of study, and 11.1% of them learned computer-aided design and manufacturing; the rest of examinees were equally divided (3.7%) between the electronics and regular matriculation lane courses of study. Also according to table 5 three quarters 75%) of the examinees who studied engineering professions, learned in electronics course of study in senior high school, and 25% of them learned in computer-aided design and manufacturing course of study.

Table 5: Distribution of Examinees according to Domain of Studies and according to Distribution of High School Course of Study (N=122)

Total	RML	high school specialization Humane Theoretical	science	CADM	electronics	Professional specialization
100	0	14.3	28.6	0	57.1	medicine
100	0	6.7	6.7	13.3	73.3	pre-medicine profession
100	3.7	25.9	55.6	11.1	3.7	teaching
100	0	0	0	25.0	75.0	engineering

Another aspect that was examined is the relation between the course of study in senior high school and the domain of academic studies according to the variable of examinee's gender. Table 6 shows that in the medicine profession there was no representation of the women group, therefore the distributions remained as it is as shown above. In the pre-medical professions it was found that 75% of the men who studies in these professions are graduates of electronics course of study, and one quarter of the (25%) are graduates of computer-aided design and manufacturing. On the other hand, among women, it was found that 71.4% of them learned in the electronics course of study, while the rest learned in humane theoretical, and science (14.3 each). In the teaching professions we found that among most men (42.9%) who practice this domain learned in computer-aided design and manufacturing course of study, 28.6% learned in science course of study, 14.3% in humane theoretical course of study, and 14% of them learned in regular matriculation lane. Among women it was found that two thirds (65%) of them who studied teaching profession are graduates of computer-aided design and manufacturing course of study, while 30 % of them learned in science course of study and 5% learned in the electronics course of study.

From table 6 we learn that the graduates of the engineering profession are men; while 75% of them learned electronics in high school, and one quarter of them, (25%) learned computer-aided design and manufacturing.

Table 6: Distribution of Examinees according to Domain of Studies and according to Distribution of the Course of Study in High School and Gender (N=122)

Total	specialization in high school					
	RML	Humane Theoretical	science	CADM	electronics	Professional specialization
100	0	14.3	28.6	0	57.1 men	medicine
	0	0	0	0	0 women	
100	0	0	0	25.0	75.0 men	pre-medical
	0	14.3	14.3	0	71.4 women	professions
100	14.0	14.3	28.6	42.9	0 men	teaching
		0	30.0	65.0	5.0 women	

100	0	0	0	25.0	75.0 men	
	0	0	0	0	0 women	

Table 7 presents analysis of academic studies domain and the examinee's gender. We can see from the results that there is a statistical significant relation between domain/profession of the studies and the gender of the examinee (χ^2=36.627; P<0.01). We found that the high rate in teaching professions exists among women (74.1%) compared with 26.9% among men. There was no representation of women in the medicine and engineering profession.

Table 7: Distribution of Study Domains of the Examinees according to Gender

	Medicine	pre-medical Professions	teaching	engineering	Total
Men	26.9	30.8	26.9	15.4	**100**
Women	0	25.9	74.1	0	**100**
χ^2	**34.626				
P	0.000				

DISCUSSION AND SUMMARY:

The research dealt with a number of issues about the relation between the course of study in high school and choosing a course of study in the high education of those graduates after that. This research focused on graduates of one semester in the year 2002 in a high school in one of Arab settlements in the center of this country.

From the data we learn that choosing the course of study in high school is not influenced by future long term considerations, of professional career, rather by short term consideration of career prestige in the eyes of the social surrounding. These findings are compatible with the research professional literature in the domain of making decisions concerning the differences in the existing considerations between choosing domain of study in high school and choosing professional career (Stringer, Kerpelman & Skorikov, 2012; (Fouad, 1995); (Salami, 2008). It must be indicated that the prestige of the course of study in the Arab schools is determined according to the number of learning units of the course of study; while when the course of study offer more learning units to the students it is considered to be more prestigious and the demand for it increases; since the number of units affects the matriculation average which is considered one of the criteria university admission. The current situation in the Arab schools supports the claim that the value of academic achievements is a top priority for the Arab students and parents (Abu-Asbah, 2003). From the research we learn that there are differences among participants in the nature of factors that influence choosing the course of study in high school. Students (male and female students) who learned in prestigious course of study (science and electronics) reported about over influence of the variables of personal choice, parents' desire and friends' influence compared with students who learned in less prestigious course of study (computer-aided design and manufacturing, humane theoretical, regular matriculation lane and direction) who posed the factor of 'high school classification' as the most decisive factor in their choice, compared with other factors. This finding points at a relation between the kind of factors influencing the choice of course of study and students' achievements and personal abilities (the kind of course of study learned). This means that the choice of a course of study among students with high achievements is determined according to factors related to the expectations of their social surrounding; contrary of students with low achievements whose choice is determined mostly from 'above' by the school staff, in other words, by force and lack of choice; the personal resources of the individual determine, while these resources include the social and cultural capital that parents pass on to their children (Bourdieu, 1979); (Blau & Otis, 1967); (Hodkinson & Sparkes, 1997).

The considerations in choosing domain/profession of academic studies reflect the political-social context in which the Arab population in Israel is situated. The choice of Arab students of their domain of study is influenced by a number of factors, while the factors of 'employment opportunities in the labor market' and 'lack of possibilities' in addition to parents' desire are the main factors when they determine their academic domain. We must indicate that there are differences between male and female students in the nature of factors that influence determining the academic domain, while the choice of female students of their academic domain is influenced more by the factors of 'parents' desire' and 'lack of possibilities'. This indicates that Arab men choose their study domain according to the available employment possibilities for them in the future, as well as to their achievements; on the other hand, Arab women choose their study domain according to parents' desire and the social limitations posed by the parents and the social culture of the Arab population, in addition to their

academic achievements. This finding can be seen as compatible with the findings of other researchers (Mustafa, 2009); (Abu-Asbah, The Arab Education in Israel: Dilemmas of a National Minority, 2007); (Haj-Yahia, 2007) who consider the obstacles of the psychometric exam and matriculation grades along with the employment possibility as navigating Arab male students' way in choosing their academic domain; while the Arab women choose domains dictated on them by their parents and surrounding. The findings also indicate the research participants chose to study popular profession domains, such as, medicine, assistance medicine domains and humanities and social sciences; domains that are easy for Arab students to practice in future due to their independency in the private labor market. The academic domain of Arab women has been reduced to two main domains, teaching and pre-medical professions. Women choice of these academic domains results from the fact that Arab women suffer from doubled discrimination, not only by the labor market, but also by restricting social conditions. The traditional orientation of the Arab society that demands separation between women and stranger men, by preventing them to contact and participate in the public life, this orientation limited their practice domains and concentrated them in main domains that enable social control of education, welfare and health. Hence, Arab women prefer to go out for academic study in order to improve their social and economic condition as well as their dependency on men; while we found in our research a high rate of female students who desire to continue their academic study more than male students do (for expansion see: (Abu-Asbah, The Arab Education in Israel: Dilemmas of a National Minority, 2007); 2005a).

Another support for our claim comes from the main finding of the research that there is no relation between the examinees' course of study in senior high school and the domain of academic study except for the domain of engineering. The choice of study domain in both opportunities is rational and not disconnected from the political and social status of the Arab population in Israel, and the first choice is directed towards high achievements and taking part in academic studies, and the second is directed towards domain with high chances of work. In the context we must indicate that the two decisions are related one to another and in both the parents are involved who guide and direct their kids to the rational choice that can bring work in the future.

The research findings are compatible with the rational choice approach that perceives the choice of study domain as a rational one (Goldthorpe, 1996; (Breen & Goldthorpe, 1997), which is determined according to the opportunities in the labor market (Roberts, 1981). The involvement of Arab parents comes to help their sons to avoid the situation raised by (MCDonough, 1997), according to which the choice of students/teenagers of their study domain sometimes is not rational because of their disability to analyze and understand the opportunities' structure available for them in the labor market. In other words, the Arab parents fill this deficiency by directing their sons to choose their academic domain/profession.

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