Introduction:

This era is characterized as the era of rapid change and multiple hobbies, it is also characterized as the era of economic blocs and the democratic revolutions, technological and information technology and the rapid development in various aspects of life, thus the main feature of the learning environment in the tomorrow world is the speed of change and transformation.

The public high school is not immune to the scientific and technological revolutions that accelerate steps so it shall provide young people with the skills and abilities needed to deal with these challenges, that requires reconsideration in the form of the educational process and its content so as not to be a concern of education to understand the past or analysis of how we got to the present? But - mainly - Where do we go? And towards any point we move? And how we impact on this path?

The secondary education represented the major importance in the organizational structure of education in most countries of the world as this stage prepares members of the community for life both by his inclinations and desires and abilities in addition to being the backbone of the educational process, it occupies a middle ground up between basic education on the one hand and higher education on the other hand and deals between its period students pass a phase of the age group (6-18 years), which represents a tremendous energy if properly invested and directed properly.
Secondary education has exposed during its career to many of the problems and negatives that affected its objectives, structure, content and reader of reality education in secondary education finds that there is an increased phenomenon that is a reluctance of students for enrollment scientific division. Not only that, but it turned to the escape of students from scientific division after the completion of the exam of year two in secondary education and joining literary division or scientific division.

In spite of the harsh criticism directed to a division system and advocate the need to reduce the separatist current between the scientific and literary department and preventing the integrated formation of pupil in addition to the specialization negatively impacts on the composition of students prematurely and difficulties that face students from difficulties in choosing appropriate specialization to their abilities and aptitudes as there is a degree of deficiencies in the system of general secondary education and in directing its students to different divisions according to their inclinations and real desires resulting reluctance to join scientific division even though they may agree with their orientation and motivation to join the literary division despite their unwillingness to study them and to join the Division despite their inclinations are literary and the imbalance between what is literary and scientific, but the dominance of one of them over the other, indicating that there are factors and the reasons behind the choices of students for
the academic specialization and their preference to join a specific Division.

the study problem:

the problem of the study in the following main question:

**What are the dimensions associated with the choices of students to the type of study in The public high school in Egypt?**

This key question is branched a number of sub-questions:

• what are the most important features of the evolution of general secondary education in Egypt?

• What is the reality of general secondary education in Egypt and the most important problems?

• What are the most important global and local challenges and their impact on the general secondary education in Egypt?

• What are the most important dimensions associated with the choice of students to the type of study in The public high school in Egypt in students and their Fathers opinions and also teachers?

• What are the most important proposals to activate the role of general secondary education in Egypt to guide students to choose an appropriate specialization to their abilities and aptitudes?

**Study objectives:**

**The study aimed at the following:**

• Identify the features of the evolution of general secondary education.

• disclose the reality of general secondary education and the most important problems.
- identify the most important local and global challenges and their impact on the general secondary education.
- define the dimensions associated with choices of students for the type of study in The public high school in Egypt in students and their Fathers opinions and also teachers?
- Identify the most important proposals to activate the role of general secondary education to guide students to appropriate specialization to their abilities.

**the study importance:**

This study at a time of increasing demand decisively division issue and students resorted to the division of literary and growing demand of the theory colleges that reflected negatively on how the educational process is at these colleges and graduate level and the lack of demand for scientific college, which reflected negatively on the availability of technical trained manpower on data of modern technology and the requirements of the times, as the importance of the study stems from the following considerations:
- the right approach to achieve specialized diversity at the secondary level lies in knowing the reasons behind the choice of specialization (scientific - literary) for secondary school students and accurately identified in order to put the ways of remedies and then work to restore the balance in the direction of students between the two divisions in line with the development plans .
- Synchronize the study with interest of the officials at the Ministry of Education to know the reasons for the reluctance of high school
students for scientific specialization, which provides the opportunity to get to know the students' needs and problems that can meet them in the choice of school specialization to work on planning for these problems and satisfy these needs to choose the appropriate quality of the study that suit them accordingly with attitudes.

• As The importance of this study whereas provides a realistic vision of what results could reach that when we are in the process of developing any plans or outreach programs to help the student to overcome the crisis of determining the type of the study that are commensurate with their professional tendencies.

• a class of students of general secondary education that represents one of the pillars of the education system as a link between basic education and higher education, where it includes students at a distinct stage and its importance in preparing for higher education and university education.

• it is hoped that the results of this study contribute to submit proposals to activate the role of general secondary education to guide students to choose the appropriate specialization for their abilities when we are in the process of developing any plans or outreach programs to help students to overcome the crisis of determining the type of study.

the study Method and tools:

According to the nature of the study and its objectives were taken of more research methods, study used the historical method
to monitor the features of the evolution of general secondary education in Egypt as the study used a descriptive approach that deals with the current realities of the nature of the phenomenon or situation or set of events, it is also interested in the report of what should be these phenomena in the light of the values and specific criteria study used one of the tools of this approach (questionnaire) to determine the dimensions of reality associated with students' choices for the type of study at general secondary education in fact, and they are used as follows:

• addressed questionnaire to the students of the third grade at secondary education literary Division.
• addressed questionnaire to the students of the third grade at secondary education Scientific Division.
• addressed questionnaire to teachers and supervisory bodies in general secondary education.
• addressed questionnaire to parents of third-grade students at general secondary education (divisions of scientific - literary).

**the study limitations:**

• objective limits: the study is limited to the stage of general secondary education in the age group (٥ـ٨) years in Fayoum Governorate. As well as the study is limited to one aspect of the educational process which is students` choices for the type of study in general secondary education?

  Spatial limits: it is difficult to apply study tool for all students in general secondary education in the Arab Republic of Egypt,
therefore study will limit some public secondary schools of the
Directorate of Education in Fayoum governorate.

٣ - Time limits: field study was conducted in the first semester in
the period from ٢٠٠٩/٩/٢٠١٢ to ١٦/١٠/٢٠١٢.

Human limits: The study included four categories:

first: Third grade of general secondary students - literary Division.

Second: Third grades of general secondary students - Scientific
Division.

Third: teachers and supervisory bodies of general secondary
education.

Fourth: the parents of third-grade of general secondary students
with two divisions.

Steps of the study:

Researcher of the study dealt with the research through two
aspects:

First: the theoretical side includes:

The first step: the general framework for the study and includes a
display each (Introduction - The problem of the study and previous
studies – the study objectives – its importance - methodology - the
terms of the study - the limits of the study - the study steps).

Second step: the features of the evolution of general secondary
education in Egypt in terms of political, social and economic
variables and impacts on the general secondary education and the
duration of the study and division system.
The third step: study the reality of general secondary education in Egypt and its problems.

Step Four: Show the most important global and local challenges and their impact on the general secondary education.

Second, the field aspect includes the field study, which included:

Field study tool: been applied form for a questionnaire: addressed to a sample of students in third grade of general secondary education - a sample of students in third grade of general secondary education - a sample of teachers and a sample of the supervisory bodies on the general secondary education ,and a sample of students` parents in Fayoum.

Study abstract:

1- the most important findings of the study
A- The study showed that the most important dimensions associated with enrollment of students in literary Division in general secondary education is in the following dimensions:

First: For the first sample of third-grades in general secondary in literary Division
A - The first axis: the personal dimensions that pushed students to join the literary Division and are represented in the following dimensions:
* appropriate study system in division to sons` ability to memorize and revise
* Desire to join summit faculties and increase level of students in subjects.
B - second axis dimensions that relate to the family and pushed students to join the literary Division in general secondary education represented in the following dimensions:
* Low level of family income

C - The third axis dimensions that relate to the educational process and pushed the students to join the literary Division in general secondary education is in the following dimensions:
* Ease of courses’ exams in Division.
* Link secondary public generally with the score associated with deaf save.
* Avoid the study of some difficult courses.

D - The fourth axis: dimensions that relate to attend college and employment opportunities after graduation and the students pushed to join the literary Division is in the following dimensions:
* Easy to study and get distinct estimates in the Division from the others.
* Faculty enrollment opportunities which followed the summit faculties, such as Alison - Archaeology – the media, the top division from other Division.
* Low minimum acceptance corresponding faculties that accept students from the two divisions.

* Second: For the second sample of teachers and supervisory bodies in general secondary education

A - first axis personal dimensions that pushed students to join the literary Division is in the following dimensions:
* Appropriate study system in division to my ability to memorize and revise
* the agreement of the nature courses in division with my inclinations and my interests

**B - Second axis:** the dimensions that relate to the family and paid students to attend literary Division is in the following dimensions.
* Low level of family income.

**C - The third axis:** the dimensions that relate to the educational process and pushed the students to join the literary Division represented in the following dimensions:
* Study examined some difficult courses than the ease of courses’ exam of other Division.
* Link secondary public generally with the score associated with deaf save.

**D - The fourth axis:** dimensions of faculty enrollment and employment opportunities after graduation and pushed the students to join the literary Division are in the following dimensions:
* Low minimum acceptance corresponding faculties that accept students from the two divisions.
* Faculty enrollment opportunities which followed the summit faculties, such as Alison - Archaeology – the media, the top division from other Division.
* Easy to study and get distinct estimates in the Division from the others.
Third: For the third sample of students` parents of literary Division

A - The first axis: the personal dimensions that pushed students to choose the Division in general secondary education and these dimensions are represented in:

* High level of students in the subjects of the Division.
* Appropriate study system in division to my ability to memorize and revise

B - Second axis: the dimensions that relate to the educational process and pushed the students to join the Division, these dimensions are:

* Any mind effort in studying in the Division has a significant achievement return.
* Ease of laws and regulations that allow conversion from division to another.
* Measurement of courses` exams in division to students' ability to save and revise.

The third axis: dimensions that relate to join faculty and employment opportunities after graduation and pushed students to join the Division literary and dimensions are:

* Ease of enrollment in university place offered by the Division
* Low minimum acceptance corresponding faculties that accept students from the two divisions.

B) The study showed that the most important dimensions associated with the enrollment of students in scientific Division in general
secondary education that are in the following dimensions:

**First:** for the first sample of third-grade students in general secondary - Scientific Division

**A - The first axis:** the personal dimensions that pushed students to join Scientific Division represented in the following dimensions:
* The agreement of the nature courses in division with my inclinations and my interests
* Desire to join summit faculties.

**B - The second axis:** the dimensions that relate to the family and pushed students to join the Division scientific represented in the following dimensions.
* The high level of education for parents.

**C - The third axis:** the dimensions that relate to the educational process and pushed the students to join the Scientific Division are in the following dimensions:
* I got a sufficient score in the second grade qualified me for admission to summit faculties.
* Avoid the study of some difficult courses.

**D - The fourth axis:** Dimensions relate to join faculties and employment opportunities after graduation represented in the following dimensions.
* Multiple opportunities to attend several faculties of scientific and theoretical faculties before the graduates of the Division.
* The existence of opportunities for graduates of some faculties that offered by the Division to travel abroad.
* Division allows joining faculties that have a good appreciation among some categories of society.

Second: For the second sample of teachers and supervisory bodies in general secondary education

A- first axis: the personal dimensions that pushed students to join the Scientific Division represented in the following dimensions:

* The agreement of the nature courses in division with students` inclinations and interests.

* raise the student level in achievement of subjects.

B - The second axis: the dimensions that relate to the family and pushed students to join the scientific Division represented in the following dimensions:

  * Parent's desire to enroll students in one of summit faculties.
  * Parent's desire to enroll students in literature division.

C - The third axis: the dimensions that relate to the educational process and pushed the students to join the Scientific Division and represented in the following dimensions:

  * I got a sufficient score in the second grade qualified me for admission to summit faculties.

  * Avoid the study of some difficult courses.

D - The fourth axis: dimensions that relate to attend college and employment opportunities after graduation:

  * Multiple opportunities to attend several faculties of scientific and theoretical faculties before the graduates of the Division.
* The existence of opportunities for graduates of some faculties that offered by the Division to travel abroad

Third: For the third sample students` parents of the Scientific Division in general secondary education

A - The first axis: the personal dimensions that paid students to enroll in selecting the type of study in general secondary education.
* The agreement of the nature courses in division with inclinations` students and interests` ones.
* Raise the student level in achievement of subjects due to sons` desire in enrollment in summit faculties.

B - The second axis: dimensions related to the educational process and paid students to select the type of study in general secondary education:
* I got a sufficient score in the second grade qualified me for admission to summit faculties.
* Link secondary public generally with the score associated with deaf save.

The third axis: dimensions that relate to join faculty and employment opportunities after graduation and the students pushed to choose the type of study in general secondary education:
* Multiple opportunities to attend several faculties of scientific and theoretical faculties before the graduates of the Division.
* Division graduates would join a good job opportunity in the society.