



إشراف

رسالة مقدمة لقسم أصول التربية بكلية التربية بالجامعة الإسلامية كمتطلب تكميلي
لنيل درجة الماجستير في أصول التربية قسم الإدارة التربوية

1429هـ - 2008م



﴿ ذَلِكِ بَيِّنَاتٌ لِّلَّهِ لَمْ يَكُ مَغْيِرًا نِّعْمَةً أَنْعَمَهَا عَلَيَّ قَوْمٍ حَتَّىٰ
يُغَيِّرُوا مَا بِأَنْفُسِهِمْ وَأَنْ لِّلَّهِ سَمِيعٌ عَلِيمٌ ﴾

صدق الله العظيم

﴿ الأنفال 53 ﴾



﴿ لَهُ مُعَقَّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِمَّنْ
أَمَرَ اللَّهُ إِنَّ لِّلَّهِ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ وَإِذَا أَرَادَ
اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ وَمَا لَهُم مِّنْ دُونِهِ مِنْ وَّالٍ ﴾

صدق الله العظيم

﴿ الرعد ﴾

الإهداء

- إلى روح أمي الطاهرة عرفانا بفضلها .
- إلى من علمني الإخلاص والعطاء ، أبي حفظه الله وأطال عمره على طاعته ومتعته بالصحة والعافية .
- إلى من كافحت وصبرت حتى يتحقق الحلم زوجتي الغالية .
- إلى أشبالي الأعمام عيسى ، موسى ، محمد
- إلى زهراتي اليانعات ولاء ، حنين .
- إلى إخوتي وأصدقائي الأحباء .
- إلى كل الحريصين علي الوطن .
- إلى كل الشرفاء من أبناء هذا الوطن العزيز .
- إلى الذين دفع الناس إليهم بفلذات أكبادهم واستحفظوهم عليها ، فحملوا الأمانة ورعوها حق رعايتها .
- أهدي إليهم هذا الجهد المتواضع ، سائلاً المولى عز وجل أن ينفعنا بما علمنا ، ويعلمنا ما ينفعنا . آمين

الباحث

شكر وتقدير

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المحتويات

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Abstract

The Status Of Change Management For Secondary School Head Teachers In Gaza Governorate From The Teacher's Point Of View

The research aimed to recognize the status of change management for secondary school head teachers in Gaza governorate from the teachers' point of view and finding out the effect of ,sex , years of service , and the educational district on the teachers' estimation of the head teachers practice of their role as leaders of change management .

The researcher has used the descriptive - analytic method because it suitable for this type of studies to describe the phenomenon of study and analyze it and clarify the relationship among its domains .

The total study society has been (3234) male and female secondary teachers , and the sample of study has been (336) male and female secondary teachers.

To achieve the aims of study , the researcher had prepared a questionnaire to measure the status of change management of secondary school head teachers of Gaza governorate. The questionnaire has included (60) items distributed in the following fields : (the future vision of school , encouraging creation and invention of teachers , modeling , and organizational culture that supports the change .

It has been made sure of validity of the questionnaire by offering it to a group of referees . The researcher has used Person equation to measure the internal consistency of the questionnaire through measuring the correlations between every field of the questionnaire as well its total degree.

The researcher has measured the stability of the questionnaire by using the split half validity where it was (0.861), Also he used Alfa Kronbakh method as another method to measure the stability and found that the total stability of the questionnaire was (0.972) .

The sample people's answers have been analyzed by using the percentages , frequencies , "T" Test , one way ANOVA , and LSD programme.

The results pointed to the following :

(1) The secondary schools head teachers have got a good concept and imagination of change management , with the score of (74.6%) .

(2) The third domain related to the school head teacher's role as model of type of study occupied the first rank with the score of (77.4%) , next was the fourth field concerning the role of school head master in the organizational culture that supports the change which occupied the second rank with the score of (74.8%), next was the first field concerning the role of school head master in the future vision of school which occupied the third rank with the score of (73.8%) , last was the second field concerning the role of school head teacher for encouraging creation and invention of the employees which occupied the fourth rank with the score of (72.2%).

(3) There were no significant statistical differences in the teacher's estimation in practicing of secondary school head teachers role as leaders of change management due to sex.

(4) There were no significant statistical differences in the teacher's estimation of the head teachers practicing of there role as leaders of change management due to years of service , in the first and second fields; the future vision of school and encouraging creation and invention of the employees.

(5) There were significant statistical differences in the teacher's estimation of the secondary school head teacher's practicing of their role as leaders of change management due to years of service in the third and forth fields ; modeling and organizational culture of change in favor of long experience teacher's.

(6) There were no significant statistical differences according to the teacher's estimation of head teacher's practicing of their role as leaders of change management due to the educational district in the first and third fields ; the future vision of school and the modeling .

(7) There are significant statistical differences according to the teachers' estimation of the head teachers' practicing their role as leaders of change management due to the educational district in the second field ; encouraging creation and invention of employees in favor of east , west Gaza and Khanyounes against the middle governorate and in the forth field ; the organizational culture that supports change in favor of east , west Gaza and Khanyounes against the middle governorate and in favor of east Gaza against Rafah governorate.

According to the previous results , the researcher recommended the following :

(1) Assuring on the type of change management , developing common future vision of school , planting change and rooting it in school culture.

(2) working hard to provide the placement , financial, technical facilities to help in creating an atmosphere for the change process and fulfilling it and making good use of the circumstances and the suitable situations to implement the change in the school.

(3) Holding training courses for secondary school head teachers' in Gaza governorate to train them on change management and the necessary procedures to do this .

(4) Reconsidering the laws and regulations of the ministry of education as it lies on the principles of the centralization management and adopting the de-centralization management so that the head teacher can practice his role as a manager of change.

(5) It is necessary for the high management of the Ministry of Education to take care of the concept of change management in secondary schools as well as choosing secondary school head teachers who has special abilities of managing change , development and creation.

الفصل الأول

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الفصل الثاني

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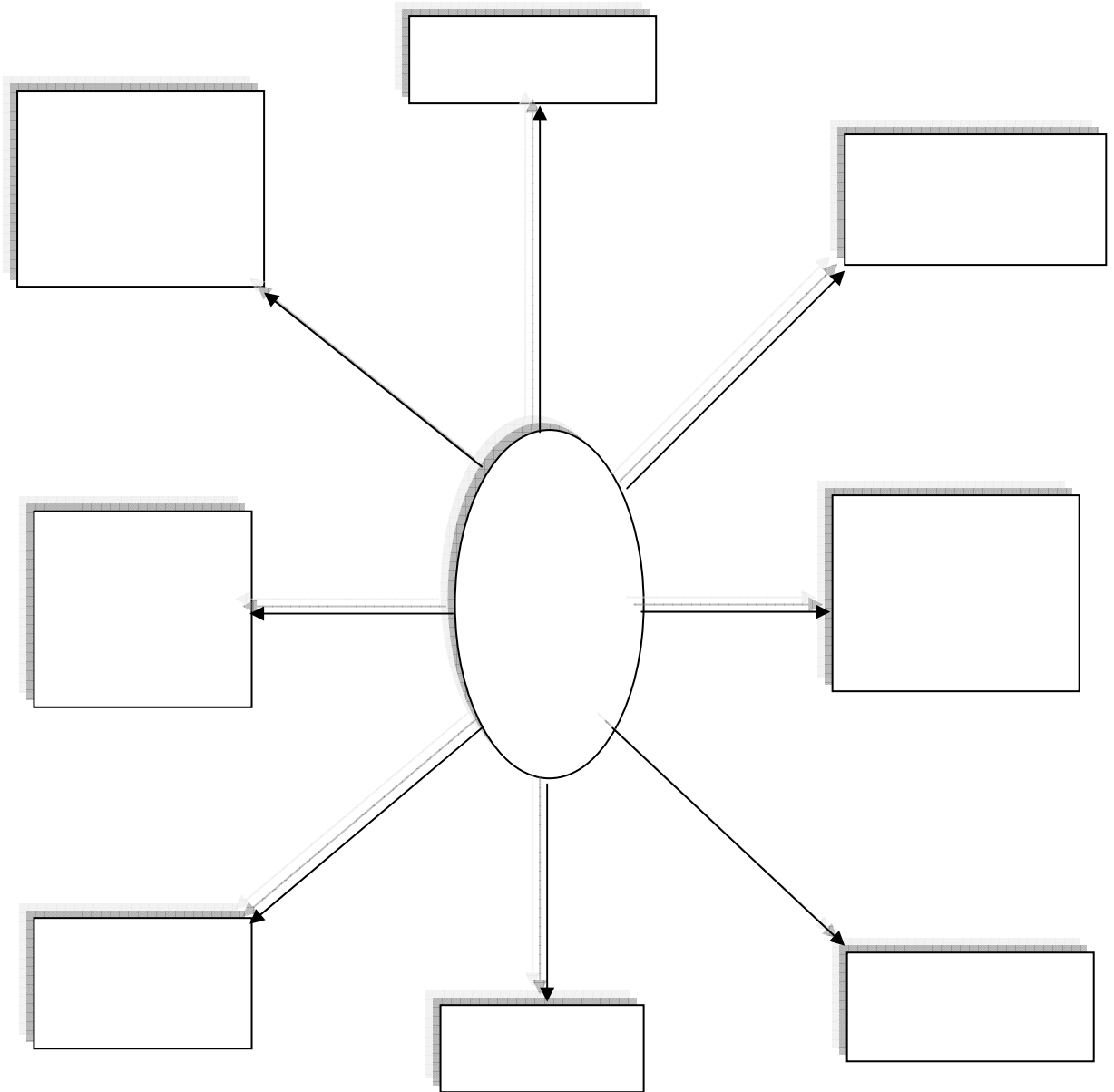
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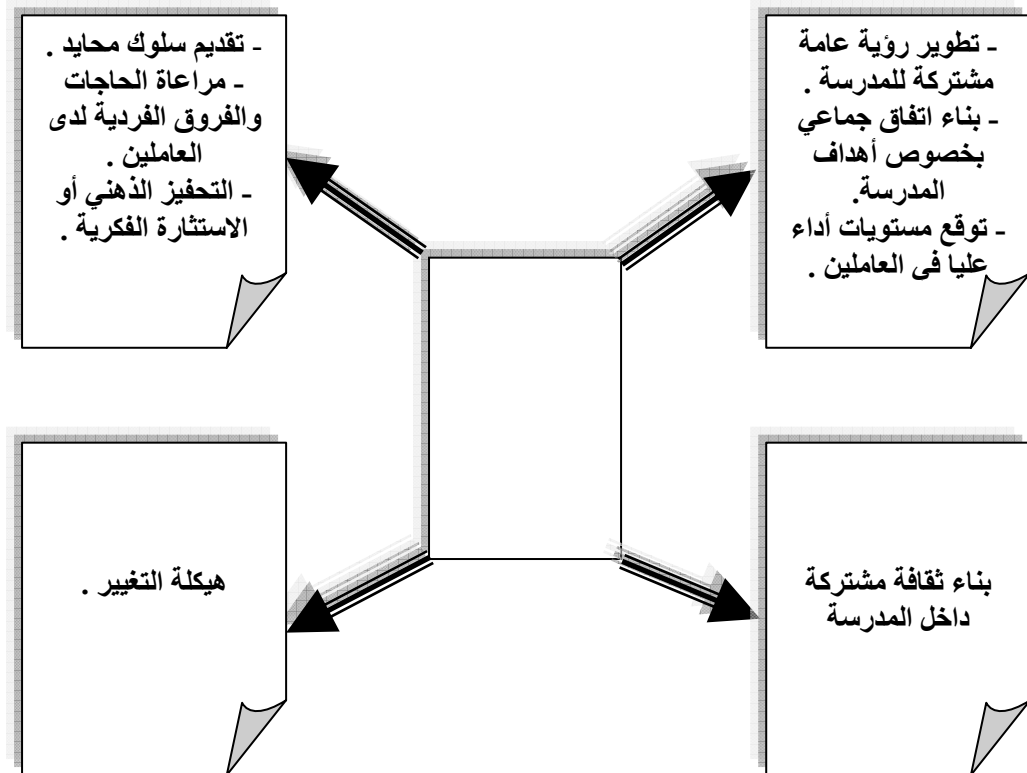
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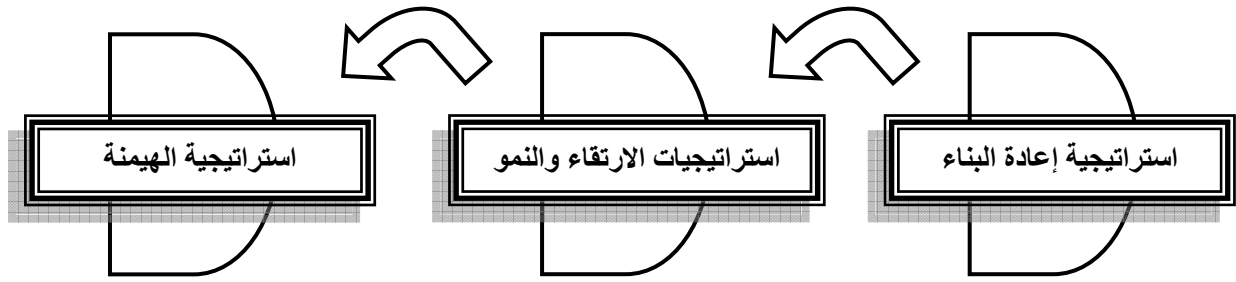
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الفصل الثالث

الدراسات السابقة

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(%20)

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	(15)	(16)	(28)	
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: (1992) (26)

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(176) (44)

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: : (1987) (27)

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" : (Lucks , 2002 AD) (1)

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(1080)

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: (Hawkins , 2002) (2)

(132)

(9)

Hoy &

Feldman

. Leithwoods

: (Medina , 2000) (3)

(18)

(132)

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: (Barnett & McCormick & Connors : 1999) (4)

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(124)

Avolio

Bass

.Maehr etal

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" : (1999 :) (5)

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" : (Chimonye: 1998) (6)

(3)

14 : (Sohn heekwon 1998 AD) (7)

(14)

(Wisconsin) (1117)

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: (Pang : 1998) (8)

(44)

(554)

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: (Butterworth & Weinstein : 1996) (9)

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: (Ogletree & Thomes : 1995) (10)

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: " : (**Evetts : 1994**) (11)

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": (**Liebllich,1993 AD**) (12)

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(Leithwood, Kenneth & Others, 1990-1993 AD) (13)

" "

(289)

" : **(Leithwood & Jantzi : 1990 AD) (14)**

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: (Leithwood & Jantzi : 1990 AD) (15)

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(Huling Austin, Leslie & Others 1985 AD) (16)

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(2003)

(2007)

(2003)

(1998)

. (**Lieblich,1993**), (**Lucks , 2002**)

كما أن الدراسات السابقة استخدمت الإستبانة كأداة للدراسة ،

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الفصل الرابع الطريقة والإجراءات

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:1991) ." :
 (83 :1999)." " (104
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 (2007 :
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 (60)
 (30) (30)
 : -2
 (336) 2008/2007
 (3234) (%10.3)
 (8) (336)
 (%10) (328)

جدول رقم (1)

يبين توزيع العينة حسب متغيرات الدراسة

سنوات الخدمة						الجنس			المنطقة التعليمية	
النسبة المئوية	10 سنوات فأكثر	النسبة المئوية	10 -6 سنوات	النسبة المئوية	5-1 سنوات	النسبة المئوية	المجموع	إناث		ذكور
% 50	21	%26.2	11	%23.8	10	%12.81	42	16	26	شمال غزة
%25	12	%33.33	16	%41.67	20	%14.63	48	20	28	شرق غزة
%50	36	%29.17	21	%20.83	15	%21.95	72	24	48	غرب غزة
%62.22	28	%26.67	12	%11.11	5	%13.72	45	19	26	الوسطى
%42.46	31	%20.55	15	%36.99	27	%22.26	73	32	41	خانيونس
%43.75	21	%14.58	7	%41.67	20	%14.63	48	23	25	رفح
%45.43	149	%25	82	%29.57	97	%100	328	134	194	المجموع

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16		2
15		3
15		4
60		

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: (SPSS)

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" "

0.05	0.649	.	.1
0.05	0.731	.	.2
0.05	0.701	.	.3
0.05	0.697	.	.4
0.05	0.718	.	.5
0.05	0.663	.	.6
0.05	0.770	.	.7
0.05	0.766	.	.8
0.05	0.764	.	.9
0.05	0.777	.	.10
0.05	0.734	.	.11
0.05	0.773	.	.12
0.05	0.724	.	.13
0.05	0.782	.	.14

0.273 = (0.05)

(48)

(4)

"

"

0.05	0.729	.	.1
0.05	0.759	.	.2
0.05	0.757	.	.3
0.05	0.810	.	.4
0.05	0.745	.	.5
0.05	0.807	.	.6
0.05	0.776	.	.7
0.05	0.711	.	.8
0.05	0.735	.	.9
0.05	0.711	.	.10
0.05	0.783	.	.11
0.05	0.733	.	.12
0.05	0.754	.	.13
0.05	0.787	.	.14
0.05	0.798	.	.15
0.05	0.706	.	.16

0.273 = (0.05)

(48)

(5)

0.05	0.788	.	.1
0.05	0.760	.	.2
0.05	0.809	.	.3
0.05	0.807	.	.4
0.05	0.829	.	.5
0.05	0.802	.	.6
0.05	0.783	.	.7
0.05	0.748	.	.8
0.05	0.768	.	.9
0.05	0.769	.	.10
0.05	0.792	.	.11
0.05	0.816	.	.12
0.05	0.802	.	.13
0.05	0.821	.	.14
0.05	0.818	.	.15

0.273 = (0.05)

(48)

(6)

" "

0.05	0.776	.	.1
0.05	0.799	.	.2
0.05	0.787	.	.3
0.05	0.811	.	.4
0.05	0.791	.	.5
0.05	0.757	.	.6
0.05	0.795	.	.7
0.05	0.784	.	.8
0.05	0.782	.	.9
0.05	0.717	.	.10
0.05	0.713	.	.11
0.05	0.791	.	.12
0.05	0.798	.	.13
0.05	0.718	.	.14
0.05	0.755	.	.15

0.273 = (0.05)

(48)

(0.05)

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0.678	0.510	14		1
0.675	0.509	16		2
0.920	0.859	15		3
0.835	0.720	15		4
0.861	0.758	60		

(0.861)

(0.675)

: -2

(8)

:

0.942	14		1
0.955	16		2
0.963	15		3
0.975	15		4
0.972	60		

(0.942)

(0.972)

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.(4)

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2008/2007

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	. (EXCEL)	-2
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.	("T" Test) " "	-
.	(ANOVA)	-
.	.	
.	LSD	-

الفصل الخامس

نتائج الدراسة ومناقشتها

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(SPSS)

%97.6)

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(9)

%97.6	328	-	328	8	336

: ()

% 60
% 69.9 - % 60
%79.9 - % 70
%89.9- % 80
% 90

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(10)

(328 =)

1	77.4	0.725	3.87	15	
2	74.8	0.696	3.74	15	
3	73.8	0.664	3.69	14	
4	72.2	0.723	3.61	16	
	74.6	0.657	3.73	60	

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(% 77.4)

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(% 74.8)

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-2

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: (%73.8)

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(2003)

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(% 72.2)

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(11)

(328 =)

1	78.6	0.90	3.93	96	138	73	18	3		7
2	78.4	0.93	3.92	102	127	76	20	3		13
3	77.2	0.87	3.86	74	159	74	17	4		3
4	76.8	0.87	3.84	75	149	86	14	4		4
5	75.6	0.89	3.78	72	138	98	14	6		14
6	75	0.91	3.75	72	132	96	26	2		6
7	74.8	0.90	3.74	67	141	99	14	7		12
8	74.6	0.88	3.73	58	156	87	22	5		10
9	73	0.97	3.65	69	115	108	31	5		9
10	72.2	0.92	3.61	49	145	96	32	6		11
11	71.4	0.89	3.57	43	143	104	34	4		2
12	71	0.88	3.55	40	141	112	29	6		8
13	68.6	0.97	3.43	38	126	117	32	15		1
14	66.8	0.92	3.34	28	119	125	47	9		5

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" (7) -
(% 78.6)
".
" (13)
(% 78.4)
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". " (1)
" (5) ". (%68.6)

"
(%66.8)

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(12)

(328 =)

1	76	0.94	3.80	82	134	82	26	4		10
2	75.8	0.95	3.79	75	149	74	22	8		11
3	75.4	0.95	3.77	74	142	77	27	6		13
4	74.6	0.92	3.73	66	142	90	25	5		14
5	74	1.02	3.70	76	125	90	26	11		5
6	73.8	0.92	3.69	60	144	93	25	6		9
7	73.8	0.96	3.69	69	128	98	26	7		15
8	72.8	0.93	3.64	53	147	90	32	6		2
9	71.8	0.87	3.59	43	145	106	30	4		1
10	71.8	0.99	3.59	57	132	94	36	9		7
11	71.2	0.97	3.56	55	123	108	34	8		8
12	71	0.93	3.55	46	136	102	39	5		6
13	70.4	0.97	3.52	48	127	111	31	11		4
14	69.4	0.95	3.47	42	126	114	36	10		3
15	67	0.92	3.35	31	113	135	38	11		16
16	65.6	1.09	3.28	43	102	110	49	24		12

: ()
" (10) -
" (% 76)

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" (12)
" (% 65.6)

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(13)

(328 =)

1	81.6	0.87	4.08	116	143	51	16	2		10
2	80.2	0.87	4.01	98	156	58	10	6		2
3	80	0.88	4	105	135	73	12	3		15
4	79.8	0.92	3.99	111	128	68	18	3		14
5	78.8	0.90	3.94	95	142	73	13	5		1
6	77.6	0.96	3.88	96	132	72	23	5		5
7	77.2	0.90	3.86	78	158	65	23	4		3
8	77	0.89	3.85	81	143	82	19	3		4
9	76.4	0.98	3.82	85	136	77	22	8		8
10	76.2	0.97	3.81	90	122	86	26	4		6
11	75.8	0.92	3.79	75	137	95	14	7		7
12	75.6	0.93	3.78	74	142	84	22	6		9
13	75.4	0.90	3.77	71	139	94	20	4		11
14	74.8	0.89	3.74	64	145	92	23	4		13
15	74.6	0.91	3.73	70	131	100	24	3		12

: (") " (10) -
(% 81.6)

.(2004)

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: " (12)
(%74.6)

(2003)

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(14)

(328 =)

1	78.4	0.87	3.92	90	140	82	13	3		9
2	77.8	0.85	3.89	77	160	72	16	3		15
3	77.6	0.90	3.88	84	149	74	15	6		13
4	77.4	0.82	3.87	70	161	83	11	3		1
5	76	0.91	3.80	73	150	74	28	3		7
6	75.4	0.89	3.77	72	131	107	13	5		4
7	74.8	0.94	3.74	74	128	96	26	4		6
8	74.2	0.93	3.71	71	126	100	28	3		8
9	74	0.95	3.70	72	121	101	31	3		10
10	73.8	0.89	3.69	58	140	103	23	4		5
11	73.4	0.93	3.67	58	143	97	22	8		11
12	73.2	0.93	3.66	55	148	91	26	8		12
13	72.8	0.89	3.64	54	136	110	23	5		3
14	72.4	0.86	3.62	45	146	108	25	4		2
15	71.8	0.98	3.59	63	116	107	36	6		14

: () :
 " (9) -
 . (% 78.4) ".
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 " (14) -
 (% 71.8) ".
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≤ 0.05)

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T-test

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(15)

T.test

(328 =)

	" "					
	0.000	0.695	3.69	194		
		0.620	3.69	134		
	0.187-	0.778	3.60	194		
		0.638	3.61	134		
	0.759-	0.781	3.89	194		
		0.635	3.84	134		
	0.237	0.756	3.75	194		
		0.601	3.73	134		
	0.221	0.712	3.74	194		
		0.571	3.72	134		

1.648 = (0.05)

(326)

" "

2.334 = (0.01)

(326)

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(16)

" "

(328 =)

	" "					
1.969		0.863	2	1.727		
		0.439	325	142.532		
			327	144.259		
2.987		1.543	2	3.087		
		0.517	325	167.930		
			327	171.017		
3.340		1.729	2	3.458		
		0.518	325	168.241		
			327	171.699		
3.198		1.528	2	3.055		
		0.478	325	155.266		
			327	158.321		
3.200		1.364	2	2.729		
		0.426	325	138.554		
			327	141.283		

3.07 = (0.05)

(325 2)

" "

4.79 = (0.01)

(325 2)

" "

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(LSD

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()

10	10 5	5	
* 0.2263-	* 0.2207-	-	5
0.0056-	-	* 0.2207	10 5
-	0.0056	* 0.2263	10

($\alpha \leq 0.05$)

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(18)

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(LSD)

(18)

()

10	10 5	5	
*0.2152-	0.2024-	-	5
0.0128-	-	0.2024	10 5
-	0.0128	*0.2152	10

($\alpha \leq 0.05$)

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(20)

10

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(2003

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(19)

10	10 5	5	
*0.2245-	0.2012-	-	5
0.0123-	-	0.2012	10 5
-	0.0123	*0.2245	10

($\alpha \leq 0.05$)

*

(20)

" "

(328 =)

	" "					
	1.596	0.698	5	3.489		
		0.437	322	140.770		
			327	144.258		
	2.338	1.198	5	5.992		
		0.512	322	165.024		
			327	171.017		
	1.745	0.906	5	4.529		
		0.519	322	167.170		
			327	171.699		
	2.670	1.260	5	6.302		
		0.472	322	152.020		
			327	158.321		
	2.196	0.932	5	4.658		
		0.424	322	136.625		
			327	141.283		

2.29 = (0.05)

(322 5)

" "

3.17 = (0.01)

(322 5)

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: (LSD)

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()

0.0820	0.0207-	0.2951	0.0668-	0.1719-	-	
0.2539	0.1512	*0.467	0.1050	-	0.1719	
0.1489	0.0461	*0.362	-	0.1050-	0.0668	
0.2131-	*0.3158-	-	*0.362-	*0.467-	0.2951-	
0.1027	-	*0.3158	0.0461-	0.1512-	0.207	
-	0.1027-	0.2131	0.1489-	0.2539-	0.0820-	

($\alpha \leq 0.05$)

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. ($\alpha \leq 0.05$)

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. ($\alpha \leq 0.05$)

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. ($\alpha \leq 0.05$)

: (LSD)

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()

0.1260	0.0750-	0.2828	0.0226-	0.1782-	-	
*0.3042	0.1032	*0.461	0.1556	-	0.1782	
0.1486	0.0524-	*0.3054	-	0.1556-	0.0226	
0.1568-	*0.3578-	-	*0.3054-	*0.461-	0.2828-	
0.2010	-	*0.3578	0.0524-	0.1032-	0.0750	
-	0.2010-	0.1568	0.1486-	*0.3042-	0.1260-	

($\alpha \leq 0.05$)

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. (**$\alpha \leq 0.05$**)

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. (**$\alpha \leq 0.05$**)

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. (**$\alpha \leq 0.05$**)

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. (**$\alpha \leq 0.05$**)

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	":(1991)		.3
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	":(1998)		.4
		"	
"	":(1995)		.5
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:	"	":(1998)	.6
-	":(2001)	_____	.7
	:		
	: (2003)		.8
		:	
"()	": (1999)		.9
	:	":(1996)	.10
"	:	": (2000)	.11
	:		
" - - -	":(1988)		.12
	:		
" :	":(1995)		.13
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	" : (2003)	.14
	"	
	- " : (2003)	.15
"		
	" : (2007)	.16
	" : (2004)	.17
43	"	
	.257-227	
	" : (2003)	.18
	"	
	- " : (2001)	.19
	"	
	" : (2003)	.20
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	" : (1992)	.21
" 1996 - 1886	" : (1996)	.22
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	: (2002)	.23
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	" : (1999) _____	.24
	" : (1999)	.25
	"	

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	.355-338	2 25	"	
			: (1992)	.28
			" : (1998)	.29
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			: (2001)	.31
			":(1995)	.32
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	1995	(23-21)		
		.289-288		
:	"		":(1999)	.34
			" : (1994)	.35
			"	
	24-22			
			.1994	
			" (1995)	.36
		"		
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	: (1993)	.38
	: (2003)	.39
	: (1995)	.40
	: (2000)	.41
"	- " : (2000)	.42
	: (2004)	.43
	":(2006)	.44
"	":(1991)	.45
	- " : (1994)	.46
50	"	
	":(2003)	.47
.40 -5 41	"	
	: (2001)	.48
	: (1995)	.49
156-99		
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		":(2006)	.52
		"	
		" (1990)	.53
		: (1998)	.54
.311 – 289	2	17	
		" :(2005)	.55
		"	
		.460-436	
"		" : (1987)	.56
:		: (2004)	.57
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بيانات عامة:

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- * سنوات الخدمة: أقل من 5 سنوات من 5-10 سنوات أكثر من 10 سنوات
- * المنطقة التعليمية: شمال غزة غزة رفح جنوب غزة الوسطى

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ملحق رقم (4)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



هاتف داخلي: 1150

الجامعة الإسلامية - غزة
The Islamic University - Gaza

عمادة الدراسات العليا

رقم: ج من ع/35
Ref. 2007/12/30
Date:

حفظه الله،

الأخ الدكتور/ وكيل وزارة التربية والتعليم العالي

السلام عليكم ورحمة الله وبركاته،

الموضوع / تسهيل شهادة طالب ماجستير

تهديكم عمادة الدراسات العليا أعطر تحياتها، وترجو من سيادتكم التكرم بتسهيل مهمة الطالب/ أحمد عيسى أحمد الهيبين برقم جامعي 2004/4224 المسجل في برنامج الماجستير بكلية التربية تخصص أصول التربية/ إدارة تربوية، وذلك بهدف تطبيق استبانته الخاصة بدراسته والحصول على المعلومات التي تساعده في إعدادها والمعنونة بـ:

"واقع إدارة التغيير لدى مديري المدارس الثانوية بمحافظة غزة من وجهة نظر المعلمين"

والله ولي التوفيق،،،

عميد الدراسات العليا

د. مازن إسماعيل هنية



صورة إلى:-
♦ مكتب

ملحق رقم (5)

Palestinian National Authority
Ministry of Education & Higher Education
Deputy Minister Office



السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي
مكتب الوكيل

الرقم : وت غ / مذكرة داخلية ١٥٠
التاريخ : 2008/ 1/ 21

السادة / مديرو التربية والتعليم - محافظات غزة حفظهم الله،،،
السلام عليكم ورحمة الله وبركاته،،،

الموضوع : تسهيل مهمة بحث

يقوم الباحث / أحمد عيسى الهيل ، والمسجل لدرجة الماجستير بكافة التربية تخصص أصول التربية / إدارة تربوية بالجامعة الإسلامية ، بعمل بحث بعنوان " واقع إدارة التغيير لدى مديري المدارس الثانوية بمحافظة غزة من وجهة نظر المعلمين " .
لا مانع من قيام الباحث من تطبيق أداة بحثه وهي استبانة وذلك على عينة من معلمي المدارس الثانوية بمحافظة غزة ، وذلك حسب الأصول .

* مرفق : كشف بأسماء المدارس الثانوية

وتفضلوا بقبول فائق الاحترام ،،،

د. محمد أبو شفير
وكيل وزارة التربية والتعليم العالي



د. حيدر حيدر
نسخة : الملف