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2008 – 2007

بسم الله الرحمن الرحيم

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Abstract

The study aimed to examining the degree of teachers commitment of the specifications of the model teacher in the light of the Islamic Education .
In addition to that the study sought to figure out the students' point of view regarding the implementation of those requirements by the (Islamic – AlAqsa – Al-Azhar) universities lecturers of Gaza:

1. The study asked whether there are significant statistical differences at Alpha level (a0.05) reqarding the teachers' commitment with the specifications of the model teacher due to the variables of the study (sex -male –female).
2. . The study asked whether there are significant satisfical   differences at Alpha level (a0.05) reqarding the teacher's commitment with the specifications of the model teacher due to the variables of the study(first – fourth) level.
3. The study asked whether there are significant statistical differences at Alpha level (a0.05) reqarding the teacher's commitment with the specifications of the model teacher requirement due to the vanables of the study (Islamic – AlAqsa – Al-Azhar) universities.

The researcher used the qualitative, analytical method .
The subject of the study consisted of three hundred and forty two students (342) of both sexes of the first and the fourth level of the three universities.

A questionnaire , based on the writings of some Moslem scholars and previous studies – was developed at the main tool of the study.
The questionnaire consisted of 54 items covering three perspectives (the religious specifications which contains 20 items), (the personal specifications which contains 17 items), (the professional specifications which contains 17 items).

The validity of the questionnaire was determined through experts and specialists .

The reliability was computed using Spear Man Law and Browns Split half and Alpha level KroonPahK .

The questionnaire was implemented on the students of Gaza Strip students universities (Islamic – AlAqsa – Al-Azhar) .

The students give there answers on how the teachers are commited with the specifications of religious , personal and professional of the model teacher .

The results of study revealed the following :
1. Reqarding the religious specifications it shows that the positive attitude of the teacher towards moral values and good manners with his students, got the highest ratio (over 85%) but the aspect which is related to the student's participation with their delights and sorrows got the lowest ratio (58%).

   Regarding the personal specifications, it showed us that the use of polite words and the teachers care of good appearance got the highest ratio (over 83 %) but that concerning of his question about student's absence got the lowest ration (61 %) .

2. The study didn't show any statistical differences due to the stuff variable of gender .

3. The study didn't show any statistical differences due to the variable of study level .

4. The study shows statistical differences due to the variable of university to the Islamic university which shows the stuff members with the model teacher specifications from students' point of view .

The researcher put a suggested indication to develop the teacher specification according to the Moslems scholars and the educational literature as a result of the study and the previous studies.

Based on the results of the study the following recommendation are introduced:

1- Teacher should show commitment with the Islamic educational literature during teaching his students.

2- The teacher should have good Islamic manners while dealing with his students .

3- Reconstruction of Palestinian curriculum according to the doctrine of nation and the county advantage .

4- Lecturers should be chosen on the base of good manners and his mastering of the material.

5- To sit up a constitution for teaching career.

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(1982 : 372) .

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Wartabets Arabic English Dictionary

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Model for imitation , good example , pattern source , or trunk having branches.

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(1959: 22).

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(1986: 5/248)."

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2001 :10/236).

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(1991 : 60).

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(1984 : 170) "

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. (149 /704) ."

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.(109/5

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" . (1994 : 95).

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"1- .

2- " .(1995 : 311).

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(1983 : 166 167) "

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1985 : 7)

(1994 :90 91) : "

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" (1985 : 194)

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. (66 : 1980) "

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.(109/5)

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. (681 / 5555 : 1999) "

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(91 : 1994)

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(503/2654)."

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:1972)."

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. (97 :1994)."

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.(317 :1967) ."

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(1995 : 304)."

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(2002 : 77) " : "

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(1988 : 438) "

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(113 : 1990   ) "

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(36 : 1991   ) "

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(2002 : 48)   : "

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(1994: 76   77).

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(19:   ) "
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(324 : 2001   ) "

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-1   :

'
(Statistical Package for Social Science)   SPSS

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6670   .(2009 – 2008)

**:**

(360)

343   (%95.3)

342   .

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(1)   .

(1)

24			
95			
13			
51			
26			
53			
8			
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12			
21			
10			
18			
342			

الفئة

| الأول | الرابع | الأول | الرابع | الأول | الرابع | الأول | الرابع | الأول | الرابع |
| الأزهر | | الأول | | الأقصى | | الإسلامية | | الأول | |

72.8%   27.2 %   (2)   :

.

(2)

	93	27.2
	249	72.8
	342	100.0

85

:   (3)   %67.5   %32.5

.
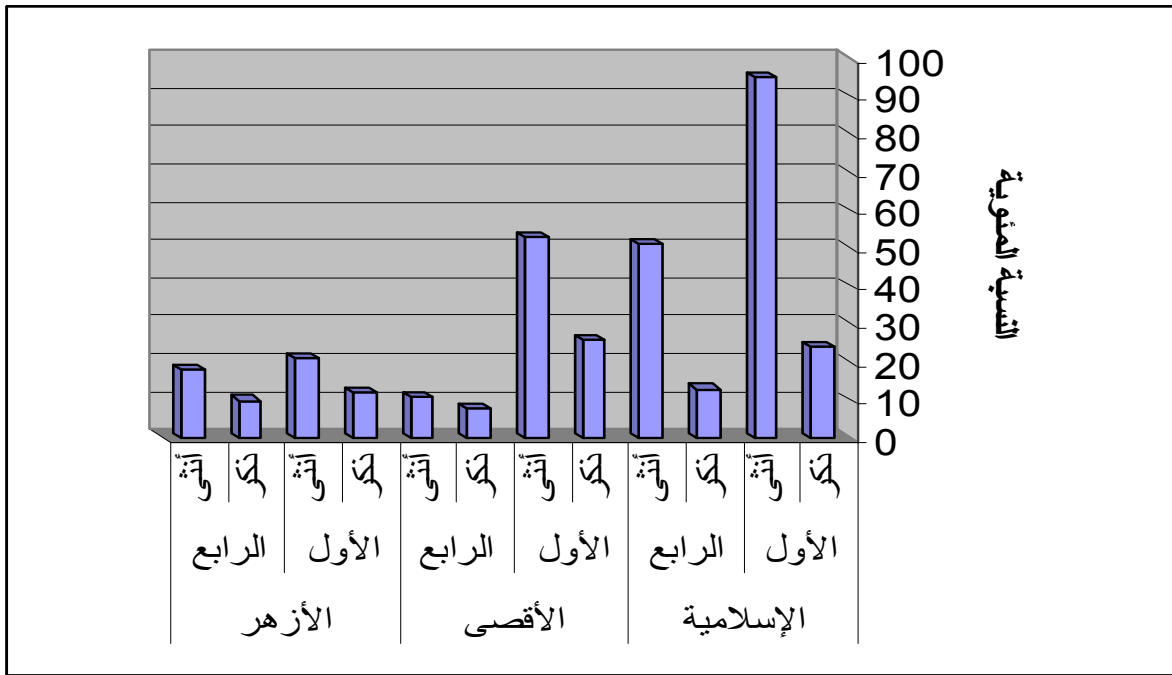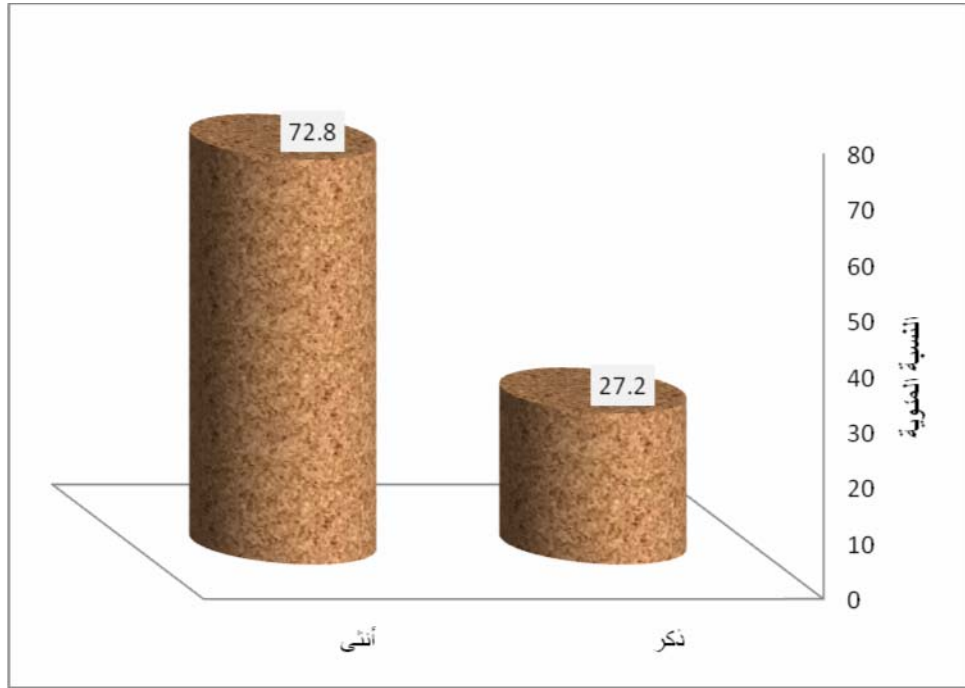
(3)

67.5	231	
32.5	111	
100.0	342	

: (4) 53.5%

28.7% 17.8%
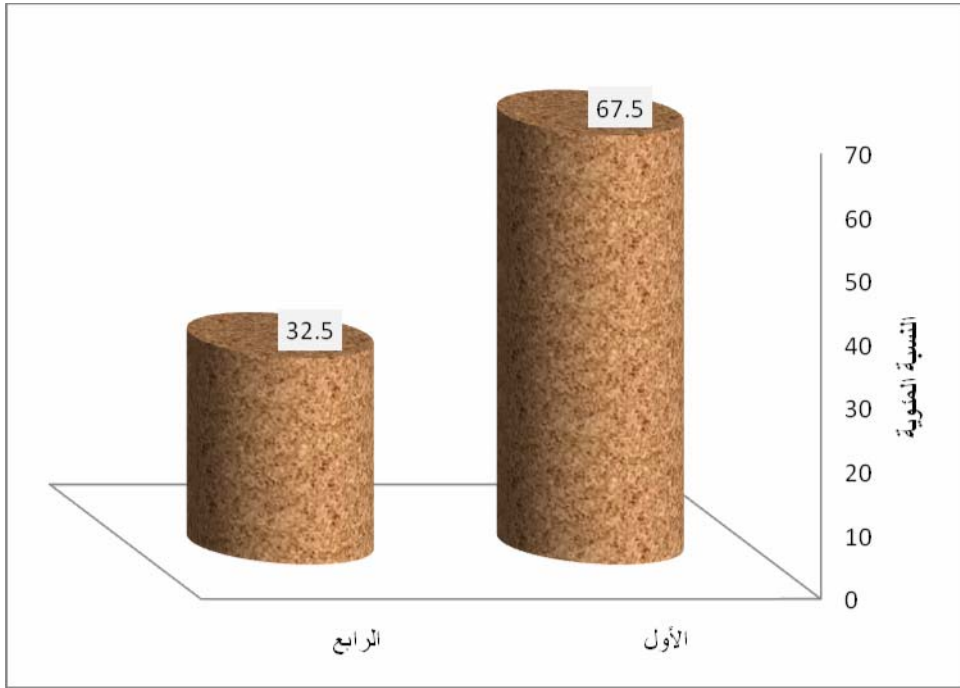
(4)

53.5	183	
28.7	98	
17.8	61	
100.0	342	

النسبة المئوية

| 60 | 50 | 40 | 30 | 20 | 10 | 0 |

53.5   28.7   17.8

الإسلامية   الأقصى   الأزهر

:

:
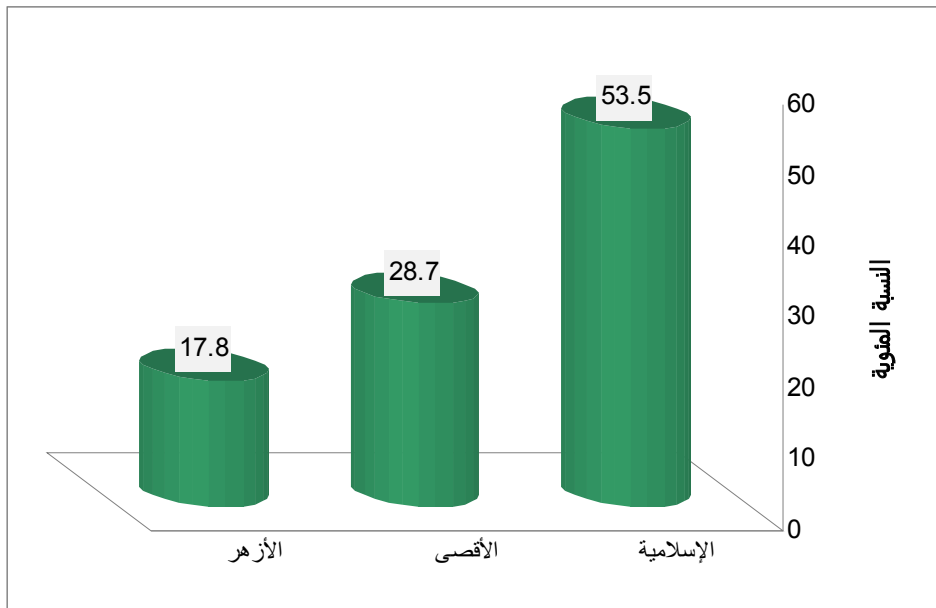
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(8)

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: **(2**

30

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(6)

(0.05)

r r 0.05

0.361 28 0.05

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(   )

0.000**	0.701		1
0.034*	0.388		2
0.000**	0.706		3
0.000**	0.628		4
0.044*	0.371		5
0.035*	0.387		6
0.000**	0.610		7
0.003**	0.521		8
0.001**	0.560		9
0.013*	0.449		10
0.046*	0.367		11
0.045*	0.368		12
0.010**	0.463		13
0.002**	0.541		14
0.034*	0.388		15
0.010**	0.465	. ( )	16
0.037*	0.382		17
0.028*	0.402		18
0.000**	0.719		19
0.017*	0.434		20

0.361   28   0.05   r

0.05   *

0.01   **

:					:

(7)

(0.05)

r					r			0.05

0.361			28			0.05

.

(7)

(					)

0.009**	0.467		1
0.002**	0.541		2
0.015*	0.439		3
0.004**	0.516		4
0.001**	0.570		5
0.007**	0.483		6
0.000**	0.638		7
0.000**	0.660		8
0.004**	0.509		9
0.000**	0.720		10
0.000**	0.713		11
0.002**	0.536		12
0.008**	0.474		13
0.000**	0.643		14
0.027*	0.404		15
0.003**	0.522		16
0.005**	0.496		17

0.361			28			0.05						r

0.05					*

0.0					**

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(8)

(0.05)

r   r   0.05

0.361   28   0.05

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(8)

(   )

0.009**	0.470		1
0.004**	0.506		2
0.000**	0.690		3
0.001**	0.580		4
0.003**	0.529		5
0.027*	0.404		6
0.023*	0.413		7
0.017*	0.434		8
0.000**	0.740		9
0.000**	0.636		10
0.000**	0.639		11
0.000**	0.731		12
0.027*	0.403		13
0.000**	0.681		14
0.000**	0.621		15
0.026*	0.405		16
0.007**	0.478		17

0.361   28   0.05   r

0.05

0.01   **

:

(9)

.(0.05)

(9)

0.000**	0.818		
0.000**	0.894		
0.000**	0.820		

r   0.05   28   0.361

**   0.01

:Reliability

.

•   :Split-Half Coefficient

(Spearman-Brown Coefficient)

:

$= \dfrac{2ر}{ر+1}$.   (10)

0.8087   0.8282

0.8645

(   )

0.000	0.8212	0.6966		
0.000	0.8282	0.7068		
0.000	0.8087	0.6788		
0.000	0.8645	0.7613		

0.361   28   0.05   r

:Cronbach's Alpha

0.8169   (11)

0.9069   0.8683

.

(11)

(   )

0.8683	20		
0.8366	17		
0.8169	17		
0.9069	54		

((1- Sample K-S)‏   ‏–   ‏)

‏(‏-   ‏)

‏(12)   .

‏($sig. > 0.05$ ‏) 0.05

‏.

‏(12)

‏(1-Sample Kolmogorov-Smirnov)

	Z		
0.091	1.242		
0.086	1.254		
0.077	1.277		
0.103	1.217		

‏:

‏(One Sample t test ‏)   " "

‏)1.97   " "   " "

‏("2"   % 66   0.05

‏" "

‏) -1.97   " "

‏("2"   % 66   0.05

‏0.05

)

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/   -:

"   "   (13)

"15"   "   "

"   "   - 1.97   0.05

" %66 "   "2"

"   "   "   "

1.97   0.05

" %66 "   "2"

:

)

(

		= =					
1	0.000	20.746	87.52	0.558	2.63		12
2	0.000	18.145	85.87	0.587	2.58		2
3	0.000	17.743	84.89	0.570	2.55		1
4	0.000	16.237	84.80	0.619	2.54		5
5	0.000	17.232	84.70	0.581	2.54		14
6	0.000	14.883	83.82	0.639	2.51		7
7	0.000	14.187	83.14	0.644	2.49		18
8	0.000	13.733	82.94	0.658	2.49		9
9	0.000	14.288	82.65	0.621	2.48		3
10	0.000	13.139	81.77	0.638	2.45		20
11	0.000	13.228	81.29	0.613	2.44		10
12	0.000	11.997	80.90	0.658	2.43		13
13	0.000	11.166	80.21	0.673	2.41		6
14	0.000	9.687	78.65	0.687	2.36	) . (	16
15	0.000	10.059	78.36	0.645	2.35		19
16	0.000	8.441	77.29	0.698	2.32		4
17	0.000	5.834	74.27	0.723	2.23		11
18	0.000	5.222	73.10	0.683	2.19		8
19	0.000	4.025	71.93	0.725	2.16		17
20	0.000	-6.430	58.28	0.723	1.75		15
	0.000	19.344	79.82	0.377	2.39		

1.97 "341" 0.05 t

2.39

<div dir="rtl">

"2"   79.82 %   " 66% "

" "   **19.344**   " "

1.97   0.000   0.05

$\alpha = 0.05$

87.52 %

85.87 %

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84.89 %

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</div>

-4

% 58.28

/ ‎- :

(14) " "

" " "15"

0.05 -1.97 " "

"2" " %66 "

" "

0.05 1.97 " "

"2" " %66 "

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(14)

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		= =					
1	0.000	18.042	85.77	0.587	2.57		12
2	0.000	15.911	83.92	0.602	2.52		5
3	0.000	13.191	80.99	0.603	2.43		1
4	0.000	11.019	80.02	0.672	2.40		14
5	0.000	10.798	79.63	0.666	2.39		16
6	0.000	8.791	77.49	0.683	2.32		11
7	0.000	8.357	76.41	0.647	2.29		13
8	0.000	7.800	76.02	0.666	2.28		9
9	0.000	6.781	75.05	0.686	2.25		7
10	0.000	6.455	74.76	0.695	2.24		3
11	0.000	5.636	73.59	0.681	2.21		8
12	0.000	5.885	73.39	0.634	2.20		2
13	0.000	4.907	73.20	0.738	2.20		4
14	0.000	4.624	72.22	0.667	2.17		10
15	0.001	3.460	71.44	0.766	2.14		6
16	0.003	3.021	70.37	0.680	2.11		17
17	0.000	-5.700	58.67	0.778	1.76		15
	0.000	12.578	75.47	0.388	2.26		

1.97   "341" "   0.05   "   "

(2.26)

"   % 75.47   "2"

        "   "   12.578   "   "   " %66

(0.05)　　　　　　　0.000　　　　　　　　　　　(1.97)

$\alpha = 0.05$.

(% 85.77)

(% 83.92)

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(2007 :　　　　) (2001 :　　　) .

% 58.67 :

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(15)   "   "

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0.05   1.97-   "   "

"2"   " %66 "

"11، 13   6 "

.0.05

"   "

1.97   "   "

" %66 "   0.05

"2"

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1	0.000	18.584	86.84	0.602	2.61		16
2	0.000	13.872	82.65	0.639	2.48		17
3	0.000	12.796	81.58	0.647	2.45		12
4	0.000	12.124	80.41	0.629	2.41		1
5	0.000	10.648	79.24	0.655	2.38		4
6	0.000	8.581	77.78	0.718	2.33		10
7	0.000	8.149	76.51	0.670	2.30		15
8	0.000	6.192	74.95	0.742	2.25		7
9	0.000	5.397	73.98	0.751	2.22		5
10	0.000	4.816	73.10	0.741	2.19		2
11	0.000	3.775	71.25	0.673	2.14		9
12	0.001	3.321	71.05	0.733	2.13		3
13	0.003	2.948	70.47	0.715	2.11		14
14	0.265	1.115	68.13	0.727	2.04		11
15	0.424	0.800	67.74	0.744	2.03		6
16	0.885	-0.145	66.47	0.746	1.99		13
17	0.000	-3.802	61.70	0.725	1.85		8
	0.000	10.151	74.34	0.420	2.23		

. 1.97   "341" "   0.05   "   "

(2.23)

"   %74.34   "2"

          "   "   10.151   "   "   " %66

1.97   (0.000)   0.05

. $\alpha = 0.05$

% 86.84

% 82.65

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$\alpha = 0.05$

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Independent Samples T-test ( )

(16)   "   "   "

1.97   "   "   3.638   "

(0.000)   0.05

."   " .

( )   )

(0.947   0.461   ( )

1.97   "340"   0.05

0.344   0.645   0.05

( )   . $\alpha = 0.05$

1.907   ( )

          0.05   0.057   1.97

                                                              . $\alpha = 0.05$

                                          .

                              (16)

                                                                            t

                          (   )

( )				( )		
			(3)			
0.000	-3.638	0.3992	2.28	93		
		0.3595	2.44	249		
0.344	-0.947	0.3883	2.23	93		
		0.3882	2.28	249		
0.645	-0.461	0.4129	2.21	93		
		0.4227	2.24	249		
0.057	-1.907	0.3617	2.24	93		
		0.3519	2.32	249		

                    1.97   0.05   "340"   ( )

$\alpha = 0.05$

( )

( ) (Independent Samples T-test)

(17) ( )

"340" 1.97 ( )

0.05

0.05

( ) $. \alpha = 0.05$

( )

0.05 0.570 1.97 0.569

$. \alpha = 0.05$:

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(17)

t

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( )			(3)	( )		
0.278	1.087	0.3655	2.41	231		
		0.4004	2.36	111		
0.859	0.178	0.3918	2.27	231		
		0.3821	2.26	111		
0.826	0.220	0.4238	2.23	231		
		0.4125	2.22	111		
0.570	0.569	0.3538	2.31	231		
		0.3614	2.29	111		

1.97   0.05   "340"   ( )

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$\alpha = 0.05$

. (　　　　　　)

One Way ANOVA

(18)

( )   0.05

3.02   ( )

. 0.05   (0.000)

(24.343)   ( )

(3.02)   ( )

0.05   (0.000)

(19)

$. \alpha = 0.05$

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(18)

(One Way ANOVA)

( )

	( )					
0.000	49.308	5.468	2	10.936		
		0.111	339	37.592		
			341	48.527		
0.000	11.654	1.653	2	3.306		
		0.142	339	48.077		
			341	51.382		
0.000	8.958	1.507	2	3.014		
		0.168	339	57.023		
			341	60.036		
0.000	24.343	2.713	2	5.426		
		0.111	339	37.780		
			341	43.205		

3.02   0.05   (399 2)   F

109

0.481*	0.189*			
0.292*		-0.189*		
	-0.292*	-0.481*		
0.268*	0.083			
0.185*		-0.083		
	-0.185*	-0.268*		
0.238*	0.137*			
0.100		-0.137*		
	-0.100	-0.238*		
0.338*	0.139*			
0.198*		-0.139*		
	-0.198*	-0.338*		

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93. (1994) : "

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98. (1984) : " "

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100. (1983) : "

101. (2001) "

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102. (1982) : " "

103. (2006): " "

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104. (2000): "

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105. (2002) : "

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106. (1982) :"

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107. (1987) :"

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108. (1977): "

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109. * Bundura A . Grusee & Meniove , F . L :Observational Leadrining as a Function of symbolization , and incentive set ,child Development , 1966 , pp . 499 – 506 .

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110. (2004) "

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111. (1981) "

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113. (2001)

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