



**دور مدير المدرسة الثانوية كقائد تربوي في محافظات
غزة وعلاقته بالثقافة التنظيمية للمدرسة من
وجهة نظر المعلمين**

إشراف

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

١٤٢٧هـ - ٢٠٠٧م



"رب أوزعني أن أشكر نعمتك التي أنعمت عليَّ
وعلى والديَّ وأن أعمل صالحاً ترضاه وأدخلني
برحمتك في عبادك الصالحين"

صدق الله العظيم

(النمل: ١٩)

الإهداء

- إلى من علماني السلوك والأدب، والإخلاص والعطاء أبي وأمي حفظهما الله وأطال عمرهما على طاعته ومتعهما بالصحة والعافية .
- إلى من إنتظرت وصبرت حتى يتحقق الحلم زوجتي الغالية .
- إلى أبنائي الأعزاء محمد وبراء .
- إلى إخوتي وأصدقائي الأحباء .
- إلى كل الحريصين على الوطن .
- إلى كل الشرفاء من أبناء هذا الوطن العزيز .
- إلى أصحاب الفضل والعطاء .

أهدي إليهم هذا الجهد المتواضع، سائلاً المولى عز وجل أن يوفقني والمؤمنين لما فيه الخير للإسلام والمسلمين . آمين

الباحث

شكر وتقدير

/

/

/

.....

/

	()	-
	()	-
	()	-
	()	-
	()	-

Abstract

The role of the head teacher as an educational leader in Gaza governorates and his relationship with the school organizational culture from the teachers point of view

The research aimed at realizing how much the head teacher at secondary school , practices his role as an educational leader and its relationship to the types of organizational culture prevailing in schools , and finding out the effect of (sex , qualification , years of service and the educational region) on the teachers evaluations of the head teachers practices of his role as an educational leader and on the type of the prevailing educational culture in secondary schools .

The researcher had used the descriptive analytical method for its suitability to this type of study in describing the phenomena and analyzing its components and showing the relation among its components.

To achieve the aims of this study the researcher past tense tow questionnaires , the first one was to measure the secondary schools head teacher role as an educational leader which contained of (55) paragraph distributed in the following fields :

(the role of the headmaster in planning , his role towards the teachers , his role towards the syllabus , his role towards parents and the local society , and his role in evaluation) , the second one was to measure the organizational culture style which was prevailing in secondary schools , it contained (28) paragraph distributed on the following fields (strength culture , the culture of systems and roles , achievement culture and human relations culture) .

The validity and reliability of the questioniar was insured through opinions of a panal of referees, and the researcher used Person Equation to measure the rality of the questionnaire by internal consistency between the scores of each dimention and the total score of the questionnaire.

Also, the researcher has measured the reliability of the first questionnaire by using the spilt half validity method where the total stability was (0.861) ,and the reliability of the seconed questionnaire by the same method wher it was (0.760), also he used Alfa kornobakh method as another method to measure the reliability and he found that the total score for the first questioniar using was (0.929) and the second was (0.913) .

Then the answers of the tested group was analyzed by using the percentages, frequancies and T test and One- Way ANOVA, and Persons Equation.

The results were pointed to :

- 1- The participation of the headmaster as an educational leader was high.
- 2- The most field being practiced by the headmaster to his role as an educational leader was his role towards the teachers then his role in planning , evaluation , parentes , the local society and the syllabus.
- 3-The most type of the cultural organization being used in secondary schools was the type of human relations culture then the achievement culture, then the strength culture and finally the system and roles culture .
- 4- There was a relation between the role of the secondary school head teacher as an educational leader and the culture of systems and roles .
- 5- There was a strong relationship between practicing the head teacher in secondary school to his role as an educational leader and the types of the organizational culture being used in secondary schools .
- 6- There were no significant stastical differences between the teachers evalutions of the headmaster in practicing his role as an educational leader due to (sex, qualification, years of service and the educational region).
- 7- There were no clear stastical differences between the teachers evalutions of the cultural organization being used in secondary schools because of the changes in (sex , qualification , years of service and the educational region).

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

- 1- Increasing head teachers awarness of the importance of the role of the educational leadership in schools administration especially on the technical aspects.
- 2- Head teachers , should take care of good human relationships among the staff as this contributed effectively in the staff reliability and thus improving the educational process , and the balance of this relationship without baise to group without the others .
- 3- Working in order to build cultural ment in the secondary school through working in effective good ways team accepting others opinion and enlarging the orders of the head teacher.

الفصل الأول

الإطار العام للدراسة

*

*

*

*

*

*

:

.

.(:)

.(:)

.

. (:)

. (:)

. (:)

. (:)

. (:)

. (:)

)

. (:

. (:)

)

.(:

.(:)

.(:)

)

.(:

.(:)

(:) :

(:)

(:)

.

(:)

(:)

.

)

. (:

.

:

:

:

(

(

(

(

) :

(

(

) :

(

(

:

:

(

(

(

(

(

(

:

-

-

-

-

-

*

*

*

:

:
:
:() (

: (

: (

: (

: (

:

:

:

:

:

/

-

:
:

:
:

:

:

الفصل الثاني

الإطار النظري للدراسة

:

/

.

.

.

.

.

-

-

-

-

-

:

.(:) .

:

" : ()

)"

.(: :

()

" : ()

(:)"

" : ()

:)"

.(

" : ()

(:) .

" : ()

(:) . "

" : ()

(:) . "

" : ()

(:) "

:

*

*

*

*

*

*

*

”

”

()

(:).

:

.(:)

.(- :)

:

()

:

*

*

*

.(:)

*

:

()

*

*

:(- :) .

:

*

*

*

*

*

*

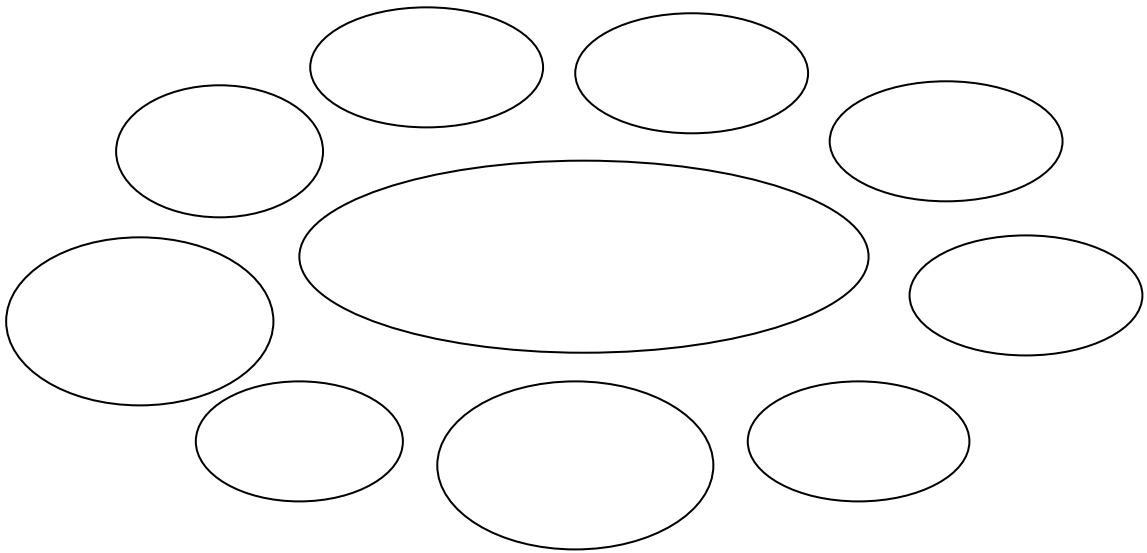
*

(- :)

:

.

:



()

()

:

:

-

:

-

(- :) .

*
*
*
*
*
*
-
*
*
*
*
*

(- :) .

/

:

.

-

):

-

.(

):

-

.(

.

-

.

-

.

-

.

-

.

-

:

.(:)

:

": ()

(:) ."

": ()

(:) ."

": ()

(:) ."

": ()

.(:)"

": ()

(:) ."

":

(:) ."

" : ()

.(:)."

" : ()

:) "

.(

:

*

*

*

*

*

*

*

*

*

*

":

."

:

)

.(

.()

:

:

(

()

()

.(- :)

(:)

.(:)

.(:)

)

.(:

:

*
*
*
*
*
*
*
*
*

(:) .

*

:

*

.

*

. (- :)

*

.

*

. (- :)

.

:

(

()

. (:)

. (:)

. (:)

: ()

*

*

*

*

*

*

*

*

*

*

. (:)

: ()

*

*

*

*

*

*

.(:)

:

*

*

*

.(:)

*

*

.(:)

*

: (

.(:)

. (- :)

(- :).

(:).

(:).

(:).

:

*

*

*

*

*

*

(:).

:

*

*

*

*

*

*

*

. (- :)

: -

(1978) Burns

"

(1978) Burns

".

<http://www.swalif.net/sforum1/showthread.php?t=206207>

" (Cardona)

. (:) "

()

:

.

:

-

:

-

:

-

)

.

.(

:

-

:

-

.

)

(:) .

(

()

:

:

-

.

:

-

:

-

.

:

-

<http://www.ed fac. Unimelb.edu-au/epm/subjects/482-848,p1-2>.

"Multifactor

(Bass and Avolio (1994))

:

Questionnaire" Leadership

: () -

.

: -

.

: -

.

: -

.

<http://www.swalif.net/sforum1/showthread.php?t=206207>

:

Cardona

-

.

-

-

.

-

-

.

-

)

. (:

. (Micha , 2000: 267)

:

(:) .

:

:

() -

:

:

-

:

*

*

*

*

*

*

<http://www.mun.ca/educ/ed4361/virtualacademy,campus/a/leader.html>

(/ /)

:

-

()

:

*
*
*
*

www.schoolarabia.net/asasia/duroos_math/asaleb/modeer/modeer1.htm

(/ /)

: -
()

:

*
*

http://www.mun.ca/educ/ed4361/virtualacademy_campus/a/leader.html

(/ /)

:

-

:

*
*
*

*

*

*

*

*

*

<http://www.ed.gov/data/bases/eric/digested,7636.html>.(15/8/2006)

:

-

:

:

-

-

:

-

-

-

-

-

-

-

(:)

:

-

:

:

-

*

*

*

*

*

*

*

*

*

*

*

*

*

*

*

*

*

(Leithwood, 1998: 515) .

:

-

*

*

*

*

*

*

*

*

*

*

*

*

(:) .

:() -

*

*

*

*

*

*

www.lhup/lic/transformational leadership.html (2006).

(Leithwood, 1998: 519).

*

. (:)

(Roberts, 1985 : 1024)

:

-

-

-

:

-

(:) .

:

(:) .

:

:

:

-

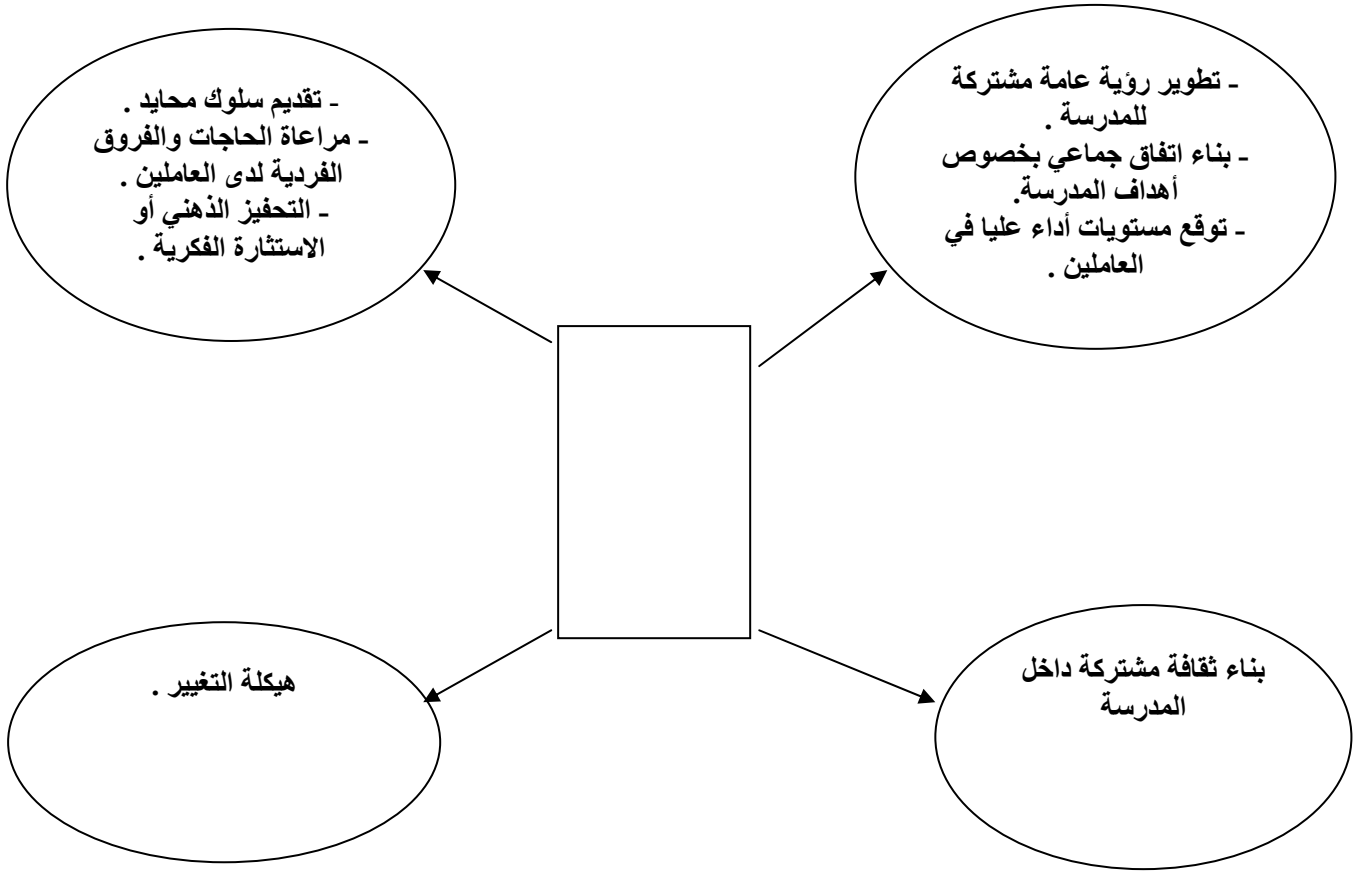
:

-

(Fullan , 1998 : 6) .

:

:



()

:

:

-

*

*

*

*

*

*

*

*

(Scott , 1999 : 153) .

*

:

:

-

-

-

()

-

-

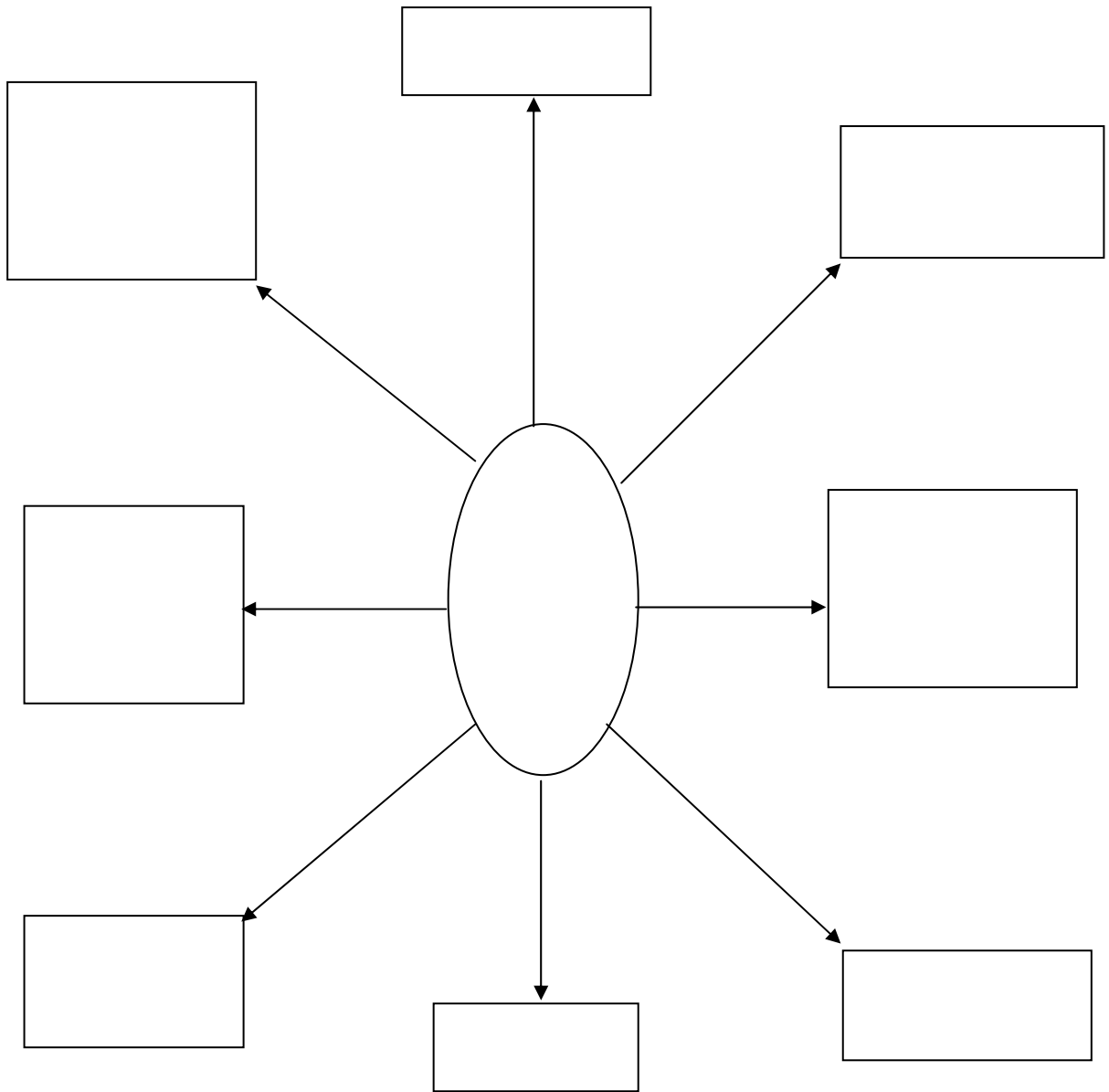
-

-

(:) .

-

:



()

(:)

:

.

:

:

.(:)

:

:

-

.

:

(- :) .

:

-

.

:

*

*

*

*

(- :) .

:

*

*

*

*

*

(:) .

*

*

.
.
(:) .

*
*
*
*

: -

(:)

*
*
*
*
*
*
*
*
*
*

(:) .

)

. (:

: -

.(:)

:

:

.

:

:

-

:

*

.

*

.

*

.

*

.

*

.

*

.

*

.

*

.

*

). .

(:

:

-

-

.(:) . -
-
:

.(:)
:

.
:
(:) . *
*
*
*

*

(:) .

-

:

:

*

*

*

*

*

(:) .

:

-

()

(:)

:

-

:

*
*
*
*

(:) .

-

:

*
*
*
*
*

(:) .

:

*
*
*
*
*

(:) .

:

)

:

(:

*
*
*
*

**

**

**

-
-
-
-

(:) .

:

(:) .

:

()

:

*
*
*
*

.

.

.

:

:

-

-

(- :) .

-

()

-

-

-

-

(:) .

-

-

-

-

-

-

(:) .

-

:

()

:

:

-

:

*

*

*

*

*

) .

⋮ -

⋮ *
⋮ *

⋮ *
⋮ *

⋮ *
⋮ *

⋮ *
⋮ *

(- :

⋮ -

.

:

.(:)

": ()

(:).
: ()

). .

(:
: ()

(:) .

:)

.(

(:) .

()

.(:)

"

()

(:) ."

: ()

(:) .

: ()

(:) .

: ()

:

(:) .

: ()

(:).

:

()

)

.(:

.

.

:

"

"

:

.

: ()

: -

: -

: -

Y X
: -

(:) .
: -

: -

: -

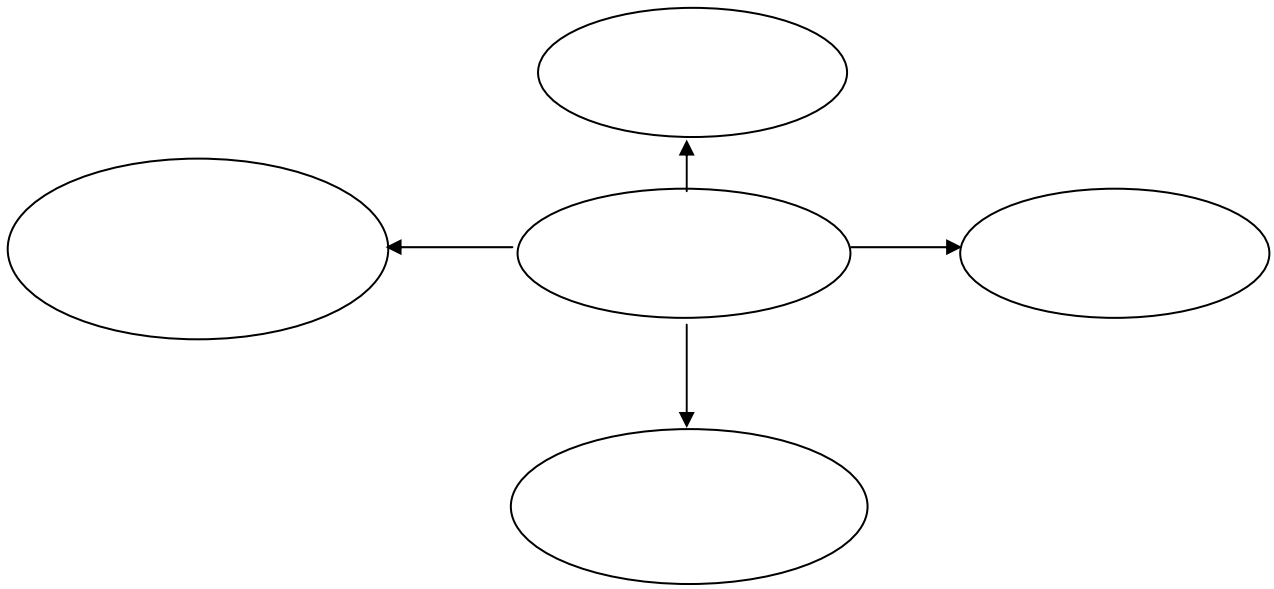
(:) .

:

.

(:) .

: ()



()

:

-

-

-

(:) .

:

()

(:) .

:

:

-

:

-

:

.

*

.

*

*

*

*

(:) .

:

-

: -

.

: -

.

: -

.

:)

.(

:

.

:

()

: -

: -

: -

.

: -

: -
:
:
.(:)

□

:

: -

(:) .

: -

.(:)

: -

(:)

.

.(:)

: -

(:) .

: -

()

(:) .

: -

. (:)

)

. (:
: -

(:)

(:) .
: -

:)

:

. (()
: -

(:)

: -
:

: -

: -

: -

(:)

:

:

: -

: -

: -

: -

: -

: -

(- :) .

: ()

: -

()

(:) .

: -

)

. (:

: -

.(:)

: -

(:) .

:

:

.

.

.

(:) .

(:) .

()
:
.
.
.
(:).
-

:
.
:
.

: -
:
-

:) .
.
.
:
-
.
.

:

:

:

.

:

.

.

:

)

()

.(:

:

.

:

:

-

:

.

:

-

.

:

-

.

:

-

:

)

.(

-

:

: (**History**) -

: (**Oneness**) -

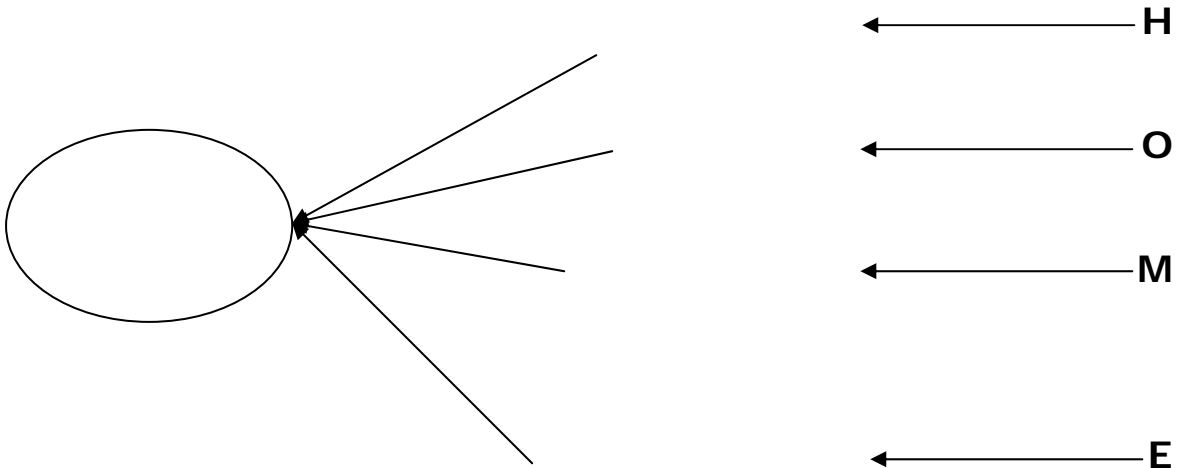
: (**Membership**) -

: (**Exchange**) -

).

(**HOME**)

. (:)



(:)

()

∴

(Lashway)

" :

."

" : (:)

."

" : (:)

(:) .

" :()

."

" : (:)

" " " "

" : (:)

"

<http://www.ascd.org/portal/site/ascd/menuitem.255a4a2dd64a76fddeb3ffdb62108a0c>
(5/6/2006)

(Johnson , 19985 : 405) .

(Deal & Reterson : 1999)

(Stolp : 1994)

) :

(

:)

. (

:

:

(Leithwood & Jantzi : 1990)

*

*

*

(Leithwood & Jantzi , 1990 : 260) .

الفصل الثالث

الدراسات السابقة

*

.

-

.

-

*

.

-

.

-

: / *
 " () -
 "
 ()
 .
 ()
 .() ()
 ()
 .
 :
 -
 .
 -
 -
 .
 " () -
 "
 .
 (% ,) ()

()

:

-

" : (:) -

."

()

:

*

.%

%

% ,

*

% ,

% ,

% ,

" : (:) -

."

() ()
()

:

-

-

: (:) -

()

:

-

-

-

: () -

.

)

(

.():

.

()

()

:

*

*

*

*

*

.(-)

:

: (:) -

)

.(

(% ,)

()

:

*

(% ,)

*

)

(

*

()

*

: (:) -

-

()

:

*

" () -

"

() () ()

() ()

:

*

*

: () -

)

.(

()
()

:

*

*

*

.(

)

:

*

*

"

(

)

-

"

()

:

-

%

-

%

.

: () -

.

.

()

:

.

:

*

.

*

.

:

*

.

" : (.) -

"

.

()

()

()

()

()

:

*

:

()

-

)

(

()

()

()

()

()

:

*

*

*
*

: () -

:

()

()

() ()

:

*

)

*

() ()

*

*

: (:) -

.

.

.

.

()

:

*

.

*

*

: () -

.

.()

.

()

()

:

%

*

*

: (:) -

() ()

:

*

*

: (:) -

(- -)

% , ()

()

:

*

: (:) -

% ()

()

:

)

*

(

%

%

%

% *

:

% *

:

*

: (:) -

:

)

(

()

:

*

()

*

*

*

" () -

" " "

()

()

:

()

*

*

: (:) -

: : -

: -

: -

: -

()

: *

*

*

*

: (:) -

(-)

()

()

.
:

*

.

*

.

. () : (:) -

.

()

()

. ()

:

*

.

*

: /

*

" : (Epps , 2002) -

."

(SIPAAA)

.(ITBS)

:

*

:

-

-

-

-

-

-

-

" : (Lucks , 2002) -

."

()

:

*

*

: (Medina , 2000) -

()

()

:

*

*

" : (Cassel & Standifer , 2000) -

.

() ()

:

*

: (Massaro & Augustus : 2000) -

.

() ()

:

*

*

: (Bogler : 1999) -

.

()

()

()

:

*

.

*

*

*

.

" : (Chimonye: 1998) -

.

()

:

*

: : (Butterworth & Weinstein : 1996) -

.

.

:

*

:

-

-

-

-

.

: (Ogletree & Thomes : 1995) -

.

.

:

)

.(

()

:

*

*

.

: " (Rose,1995) -
"

: -

: " : (Evetts : 1994) -

()

- - - :

*

" : (Bista , 1994) -

:

. () -
-
-
-

()
:
*()
*()

: (Smith : 1994) -

() () ()
:
*
*

" : (Bop .l , goseph . w : 1995) -

"

() ()

:

*

*

" : (Lieblieh,1993) -

:

*

*

: (Cleckly,1991) -

)

(

:

*

*

" : (Leithwood & Jantzi : 1990) -
"

()

:

: : (Blank : 1987) -

:

-

-

-

:

(/)

()

:

-
-
-

*

*

: (Rutherford , 1985)

-

.(-)

:

*

*

*

*

*

: **(Dawdle,1980)** -

)
.(

()

:

*

*

:

*

: **(Sottile :2002)** -

()

:

*

*

*

*

: (Hawkins , 2002) -

()

()

Hoy & Feldman

. Leithwoods

:

*

: (Remondini , 2001) -

()

. Hoy etal

:

*

*

*

*

: (**Gulten : 2000**)

-

):

:

*

*

: (Barnett & McCormick & Connors : 1999) -

()

Avolio ()
Bass
.Maehr etal

:

*

*

*

: (Turan : 1998) -

()

:

.()

*

*

*

: (Pang : 1998) -

()

()

:

□

□

□

□

*

*

*

*

: (Paul : 1998) -

:

*

:

-

-

*

: (Cavanaugh &Dellar : 1997) -

()

:

*

:

.

-

-

-

-

-

-

-

"

"

(Bill,1997) -

()

)
() () () .(

:

: : **(Shaw &Reyes: 1991)** -

(Shein)

:

*

: (Leithwood & Jantzi : 1990) -

.

.

.

:

*

.

:

**

:

:

*

.

.

*

. (:)
:) (:) (:)
:) (:) (:) (:) (

) (:) (:) (:) (:)
(Massaro : 2000) (Bogler : 1999) (:) (:)
(Smith: 1994) (Agletree : 1995) (Lucks : 2002) (Medina : 2000)

-) *
(- - - -)
) (. *
 . *
 . *
 : *
 . : *
 . *
(:) *

:

:

(:)
 :) (:)
 Pang :) (Gulten : 2000) (Turan : 1998) (:) ()
 (Cavanaugh : 1997) (1998)
 (:) (:)

()
 . ()

() () *
 ()

*

الفصل الرابع الطريقة والإجراءات

*

*

*

*

*

*

*

*

()

: **

.(:)

: **

(:). () /

: **

: -

()

() ()

: -

() *

(% ,)

/

()

(% ,) ()

:

()

,		
,		

()

,		
,		
,		+
,		

()

,		-
,		-
,		

()

,		
,		
,		
,		
,		

: **

:

: (

()

:

:

-

-

-

-

()

()

()

-

()

-

()

()

:

()

:

**

:

-

()

:

(SPSS)

()

||

||

,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.

$$, = (,) \quad ()$$

$$, = (,) \quad ()$$

()

■

■

/	/	.	.
/	/	.	.
/	/	.	.
/	/	.	.
/	/	.	.
/	/	.	.
/	/	.	.
/	/	.	.
/	/	.	.
/	/	.	.
/	/	.	.
/	/	.	.
/	/	.	.
/	/	.	.
/	/	.	.

$$, = (,) \quad ()$$

$$, = (,) \quad ()$$

()

''

''

,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.

$$, = (,) \quad ()$$

$$, = (,) \quad ()$$

()

||

||

,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.

$$, = (,) \quad ()$$

$$, = (,) \quad ()$$

()

''

,	,	.	.
,	,		.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.

$$, = (,) \quad ()$$

$$, = (,) \quad ()$$

(,)

(,)

:

()

'	'	'	'	'			
'	'	'	'				
'	'	'					
'	'						
'							

$$, = (,) \quad ()$$

$$, = (,) \quad ()$$

(, ,)

.

:

**

:

:

-

:

()

'	'			
'	'			
'	'			
'	'			
'	'			
'	'			

(Guttman)

(,)

(,)

:

-

:

()

'			
'			
'			
'			
'			
'			

(,)

(,)

: ()

: **

: -

() -

() -

() -

() -

()

()

:

()

:

:

(

()

:

(SPSS)

()

“ ”

	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.

()

“ ”

,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.

$$, = (,) \quad ()$$

$$, = (,) \quad ()$$

()

“ ”

,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.

()

“ ”

,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.
,	,	.	.

$$, = (,) \quad ()$$

$$, = (,) \quad ()$$

(,)

(,)

:

()

,	,	,	,			
,	,	,				
,	,					
,						

$$, = (,) \quad ()$$

$$, = (,) \quad ()$$

(, ,)

**

:

:

:

-

:

()

,	,			
,	,			
,	,			
,	,			
,	,			

(Guttman)

(,)

(,)

:

-

:

()

'			
'			
'			
'			
'			

(,)

(,)

.

:

()

'	'	'	'	'	'	'	'	'	'			
'	'	'	'	'	'	'	'	'				
'	'	'	'	'	'	'						
'	'	'	'	'	'							
'	'	'	'	'								
'	'	'	'									
'	'	'										
'	'											
'												

:

**

:

*

.()

()

*

/

.

الفصل الخامس

نتائج الدراسة ومناقشتها

*

*

*

*

*

*

(SPSS)

(,)

()

,					

:

%

% , - %

% , - %

%

:

:

:

()

(=)

	,	,	,			.
	,	,	,			.
	,	,	,			.
	,	,	,			.
	,	,	,			.
	,	,	,			.

(% ,)

(% ,)

(% ,)

(% ,)

(% ,)

(% ,)

.

()

()

()

:

:

-

:

-

:

-

:

:

-

:

:

-

:

()

(=)

	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								

:

:

"

"

()

-

.(% ,)

:
()

:

(=)

	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								

:

:

"

()

-

"

. (% ,)

:

-

-

. ()

:

"

"

()

. (% ,)

:

-

-

:

:

()

(=)

	'	'	'								
	'	'	'							.	
	'	'	'							.	
	'	'	'							.	
	'	'	'							.	
	'	'	'							.	
	'	'	'							.	
	'	'	'							.	
	'	'	'							.	
	'	'	'							.	
	'	'	'							.	
	'	'	'							.	
	'	'	'							.	

:
 :
 " () -
 . (% ,) "
 :
 :
 -
 -
 (rutherford , 1985) ()
 :
 " " () -
 . (% ,)
 :
 -
 -

:

:

()

(=)

	'	'	'							.	
	'	'	'							.	
	'	'	'							.	
	'	'	'							.	
	'	'	'							.	
	'	'	'							.	
	'	'	'							.	
	'	'	'							.	
	'	'	'							.	
	'	'	'							.	
	'	'	'							.	

:

:

"

"

()

-

. (% ,)

:

-

. ()
 :
 " " ()
 . (% ,)
 :
 .
 .
 . () ()

(% ,)

(% ,)

(% ,)

(% ,)

(% ,)

(% ,)

:

: :

()

(=)

	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								

:

:

"

()

-

.(% ,)

"

:

-

.

-

.

:

"

":

()

-

.(% ,)

:

-
-
-

()

(=)

	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								

:

:

"

"

()

-

.(% ,)

:

-

. (% ,)
 :
 " () -
 "

()

(=)

	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								
	'	'	'								

：
：
" " () -
. (% ,)

：
.
-
-

：
" " () -
. (,)

：
.
-
-

:

:

()

(=)

	/	/	/								
	/	/	/								
	/	/	/								
	/	/	/								
	/	/	/								
	/	/	/								
	/	/	/								

:

:

"

() -

. (% ,)

:

-

-

:

"

() -

. (% ,)

:

:

*

■

:

()

'	'	'	'	'	'	'	'	'	'			
'	'	'	'	'	'	'	'	'				
'	'	'	'	'	'	'						
'	'	'	'	'	'							
'	'	'	'	'								
'	'	'	'									
'	'											
'	'											

:

:

:

(,)

-

.

-

-

:

: (,)

-

-

-

:

: (,)

-

-

-

:

: (,)

-

-

-

:

: (,)

-

-
-

:

: (,)

-
-
-
-
-

(,)

:

-
-
-

) :

T-test

:

(

:

"

*

()

T.test

(=)

	"						
	' -	'	'				
	' -	'	'				
	' -	'	'				
	'	'	'				
	' -	'	'				
	' -	'	'				

, = (,)

()

" "

, = (,)

()

" "

" "

" "

:

()

)

(

()

()

()

()

()

:

()

''

(=)

	''						
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			

, = (,) () ''

, = (,) () ''

“ ”

“ ”

:

(

+

)

-

)

(

)

(

(

)

(

)

(

)

(

)

:

()

" "

(=)

	" "						
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			

, = (,)

()

" "

, = (,)

()

" "

“ ”

“ ”

:

:

-

-

()

()

()

cleckly ,)

(1991

()

()

()

()

:

()

''

(=)

	''						
	'	'		'			
		'		'			
				'			
	'	'		'			
		'		'			
				'			
	'	'		'			
		'		'			
				'			
	'	'		'			
		'		'			
				'			
	'	'		'			
		'		'			
				'			

, = (,)

()

''

, = (,)

()

''

“ ”

“ ”

:

:

-

-

()

:

*

“ ”

) ::

(

T-test

:

()

T.test

(=)

	" "						
	' -	'	'				
	' -	'	'				
	'	'	'				
	'	'	'				
	'	'	'				
	' -	'	'				

' = (,)

()

" "

' = (,)

()

" "

" "

" "

.

:

.

:

.

-

-

.

-

.

:

()

" "

(=)

	" "						
		'		'			
		'		'			
				'			
	'	'		'			
		'		'			
				'			
	'	'		'			
		'		'			
				'			
	'	'		'			
		'		'			
				'			

, = (,)

()

" "

, = (,)

()

" "

" "

" "

.

:

.

:

-

.

-

.

:

()

" "

(=)

	" "						
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			

, = (,)

()

" "

, = (,)

()

" "

" "

" "

.

:

:

-

-

-

.

:

()

" "

(=)

	" "						
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			
	'	'		'			

, = (,)

()

" "

, = (,)

()

" "

" "

" "

.

:

.

:

-

.

-

.

:

-

-

-

-

-

-

-

-

-

-

-

*

*

*

*

*

*

.

-

.

-

: () -

: () -

: () -

: () -

" "

: () -

- : () -

: () -

: () -

: () -

: () -

: () -

: () -

: () -

: () -

() -

: () -

: () -

: () -

: () -

: () -

: () -

: () -

: () -

: () -

: () -

: () -

: () -

: () -

: () -

" : () -

: () -

: () -

: () -

: () -

: () -

: () -

: () -
 -
 .
 : () -
 .
 : () -
 : () -
 : () -
 : () -
) : () -
 . (: () -
 : () -
 : () -
 . - : () -
 : () -
 . : () -
 : () -
 . : () -
 : () -

() -

:() -

:() -

() -

:() -

:() -

-
:() -

:() -

:() -

-
": () -

"

:() -

:() -

() -

-

-

:()

-

:()

-

:()

-

:

- 1- Babione , sue ,P (1995) : **A case study of the interaction between organizational culture and processes of continuous quality improvement in the community college environment** ,TQM , Ph.D Dissertation ,the university of Toledo.
- 2- Barnett , K , McCormick , J , & Conners , R (1999) : **A study of the relationship behavior of school principals and school learning culture in selected New south Wales state secondary school** , A paper presented at the Australian Association for Research in Education Annual conference , Melbourne ,(29 Nov – 2 Dec 1999).
- 3- Bill , Osborne (1997) : **An Examination Of Organizational Culture in Public Schools** ,paper presented at the annual meeting of the mid-south educational research association (Memphis, TN, November 12–14, 1997) .
- 4- Bishop, luetta Rose (1995): Exemplary Schools, a Focus on Visionary Leadership and Teacher Empowerment, **Dissertation Abstracts International** ,Vol.(55),no (7), university MicrofilmsInc.AD.January1995.
- 5-Bista , M (1994) : Determinats and Effect Of The Structural Human Resource Political and Symbolic Leadership Styles Of School Principals , **Dissertation Abstracts International** , vol 50 , No 3 ,p 769.
- 6- Blank , R (1987) : the role of principal as leader , analysis of variations in leadership of urban high schools , **the journal of education research (JER)** , Vol 81 , No 2 .
- 7- Bogler ,Ronit (1999) : **Reassessing the behavior of principals as a multiplefactor in teacher job satisfaction** , paper presented at the annual meeting of the American education research association (Montreal , Quebec , Canada . April 14-23 ,1999) . ED 432800.
- 8- Butterworth , Barbara & Weinstein , Rhona (1996) : Enhancing motivational opportunity in elementary schooling : acase study of the ecology of principal leadership , **Elementary school journal** , v 97 , N 1 , p 57-80.
- 9- Cassel , R& Standifer , T (2000) : **Comparing The Leadership Development Between High School** , beginning college school , Administration students Education , p422-424 .
- 10- Cavanaugh , R &Dellar ,G(1997) : **Towards a model of school culture** , reports research , speeches meeting paper , ERIC ED408687 , p21.
- 11-Chimonye, j (1998) : A study of leadership qualities of principals of good secondary school in Hmo State Nigeria , **Erodham University** 0072, PDH , p214 , DAI – A59102.

- 12- Cleckley W (1991) : Compative study of administration certification programs and job responsibilities of south Carolina public school elementary principals , Ph.D ,thesis , south Carolina state universihty .
- 13- Dawdle , J,G (1980) : Tthe knowledge and skills required of effective school administration as perceived by elementary school principals within the state of Alabama , Ed.D , university of Alabama , **Dissertation Abstract International** , Vol 41 , No 3 , p 3343 .
- 14- Doglas , w (1994) : School public relation programs in selected Wisconsin public school districts , **Dissertation Abstract International** , vol 55 ,No 5 , p 321 .
- 15- Elbert Smith (1994) : Principal Leadership , Faculty , Teacher , Compliance , And School Effectiveness , **Dissertation Abstracts International** , Vol .(55) . No . 6 , December 1994 .
- 16- Epps , Carolyn D (2002) : Examining the leadership impact of a principal on student achievement , **Dissertation abstract International** , A 62/11 , p3635.
- 17- Evetts , A (1994) : The changing work culture of secondary leadership , **School Organization** , V 14 , No 1 , p37-47 .
- 18-Fullan , M (1989) : **implementing educational change** : what we know , world bank document , PHREE 89/81.
- 19- Gulden ,Herguner (2000) : Going against the national culture grain , **Alongitudinal case study of organization culture change in Turkish higher education total quality management** , vol 11 , no 1 , January 2000 , p45-56.
- 20- Hawkins , Thomas L (2002) : Principal leadership and organization climate : a study of perceptions of leadership behavior on school climate in international school , **Dissertation abstract International** , A 62/11 ,p3639
- 21- Johnson , B & Joseph , w (1995) : School principals succession and teachers on successor effectiveness , **journal of school leadership** , v 5 , No5 , p 394-417 .
- 22- Leithwood , K & Jantzi , D (1990) : Transformational leadership : How principals can help reform school cultures . speeches / **meeting papers** , ERIC ED323622 , p49 .
- 23- Leithwood , K (1998): Transformational for school resturcuring , **Educational Administration Quarterly** , Vol 30 , Issue 4 , Nov 1998.
- 24- Lieblich , paul (1993) : The role of the principal in sustaining educational innovations , **Dissertation A bstract Internathonal** , Vol 55 , No5 , USA.
- 25- Lucks , Howard Jay (2002) : Transformation Leadership through a myers-Briggs analysis : personality styles of principals and teachers at the secondary level , **Dissertation abstract international** , A 62/11 , p 3642 .

- 26- Massaro , Ed ,D & Augustus J (2000) : Teacher perception school climate and principals self-reported leadership , **The center for education** , winder University , one University place , chester , PA 19013 .
- 27- Medina , Phyllis L (2000) : Leader social power and subordinate creativity , **Dissertation abstract International** ,B 61/03 , p 1682 .
- 28- Oglertree E.A& Thomas V (1995) : effect of leadership styles of school administration on teachers evaluation of their job performance ,**Dissertation Abstract International** , vol 11 , No 6 , p 1013.
- 29- Ott , J, Steven (1989): **The Organization Culture Persective** , Chicago , Dorsey press .
- 30- Pang , N.S (1998) : Organizational culture of excellent school in hong kong , reports research , **speeches meeting paper** , ERIC ED 429866 , p32.
- 31- Parker , D , Randall & Partridge , Ronald (1991) : Expectancy teacher motivation and exemplary school , paper presented at the Annual meeting of the misouth , **Educational Research Association** , November 13-15, 1991.
- 32- Paul , C (1998) : **The relationship between the principles of TQM & school climate** , school culture and leader empowerment , EDD Dissertation , university of Missouri , Columbia .
- 33- Remondini ,Barbara J (2001): Leadership style and school climate : A comparison between Hispanic and non-Hispanic women principals in southern New Mexico , **Dissertation abstract International** ,A 62/03 , p869.
- 34- Roberts , N (1985) : Transforming leadership : aprocess collective action , **human relation** , Vol 38 , No 11, p1023-1046.
- 35- Rutherford , w.l (1985) : **School principals as effective leaders** , National education association , Washington , D.C .
- 36- Scott , G (1999) **Change matters** , allen & unwin , Australia .
- 37- Shaw , J &Reyes , P (1991): School cultures : organizational value orientation & commitment , **the journal of education research** , Vol 85 , No1 , p295.
- 38- Shein , E .H (1985) : **Organization culture and leadership** , San Francisco , Jossey Bass.
- 39- Smith , J, B (1994) : Relationship between personal and contextual characteristics and principles administrative behaviors , **the journal of aducation research** (JER) , Vol 86 , No 2 .
- 40- Sottile , J (2002) : The influence of self-efficacy on school culture , science achievement & math achievement among inservice teachers , **paper presented at the annual meeting of the American eduction research association** (New Orleans , LA , April 1-5 , 2002) , ERIC ED470535.

www.lhup/lic/ transformational leader ship html (2006).

<http://www.swalif.net/sforum1/showthread.php?t=206207>

<http://www.ed.gov/data/bases/eric/digested,7636.html>.(15/8/2006

(/ /)

(/ /)[http://www.ed fac. Unimelb.edu-au/epm/subjects/482-848,p1-2](http://www.edfac.unimelb.edu.au/epm/subjects/482-848,p1-2).

(/ /)<http://www.swalif.net/sforum1/showthread.php?t=206207>

<http://www.mun.ca/educ/ed4361/virtualacademy,campus/a/leader.html>

(/ /)

[www.schoolarabia.net/asasia/duroos_ math/asaleb/modeer/modeer1.htm](http://www.schoolarabia.net/asasia/duroos_math/asaleb/modeer/modeer1.htm) .

(/ /)

<http://www.ascd.org/portal/site/ascd/menuitem.255a4a2dd64a76fddeb3ffdb62108a0c> (5/6/2006)

.()

()

. -
. -
. -
- -
- -

()



-

/

/

.....

"

"

/

)

)

(

.(

(//)

.....

.....

/

()



استبانة

.....

"

"

:

/

(x)

.....

.....

/

:

:

•

()

()

()

()

()

:

•

()

()

()

+

()

()

()

:

•

:

•

()

()

()

:

/

						.
						.
						.
						.
						.
						.
						.
						.
						.
						.
						.
						.
						.
						.
						.
						.
						.
						.
						.
						.
						.
						.
						.
						.
						.

()

	/	-
	/	-
	/	-
	/	-
	/	-
	/	-
	/	-
	/	-
	/	-
	/	-
	/	-
	/	-
	/	-
	/	-
	/	-
	/	-
	/	-
	/	-
	/	-
	/	-
	/	-
	/	-
	/	-
	/	-
	/	-
	/	-
	/	-

ملحق رقم "4"

تسهيل مهمة الباحث موجهة لوكيل وزارة التربية والتعليم



هاتف داخلي: 1150

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الجامعة الإسلامية - غزة THE ISLAMIC UNIVERSITY OF GAZA

عمادة الدراسات العليا

ج س ع/35

الرقم: Ref 2006/08/20

التاريخ: Date

الأخ الدكتور/ وكيل وزارة التربية والتعليم
حفظه الله،
السلام عليكم ورحمة الله وبركاته،

الموضوع / تسهيل مهمة طالب ماجستير

تهديكم عمادة الدراسات العليا أعطر تحياتها، وترجو من سيادتكم التكرم بتسهيل مهمة الطالب/ سعيد خضر سعيد الداغور برقم جامعي 2004/3363 المسجل في برنامج الماجستير بكلية التربية تخصص أصول تربية/إدارة تربوية، وذلك بهدف تطبيق أدوات دراسته في مديرية التربية والتعليم في محافظات غزة والمعونة بـ:

"دور مدير المدرسة الثانوية كقائد تربوي في محافظات غزة وعلاقته بالثقافة التنظيمية للمدرسة من وجهة نظر المعلمين"

والله ولي التوفيق،،،

عميد الدراسات العليا



د. مازن إسماعيل هنية

صورة إلى:-

♦ الملف.

ملحق رقم "5"

تسهيل مهمة الباحث موجهة لمديريات التربية والتعليم

ببسم الله الرحمن الرحيم

Palestinian National Authority
Ministry of Education & Higher Education



السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي

Directorate General of Educational Textbooks & Printings

الإدارة العامة للكتب والمطبوعات التربوية

الرقم: و.ت.ع. مذكورة داخلية ١٢٩٢
التاريخ: 2006/8/22
المرجع: 28/رجب/1427 هـ

السادة / مديرو التربية والتعليم - محافظات غزة
المحترمون.
تحية طيبة وبعد،،،،

الموضوع / إجراء بحث

يقوم الباحث / سعيد خضر الداعور المسجل في برنامج الماجستير بكلية التربية بالجامعة الإسلامية بغزة بعمل بحث بعنوان " دور مدير المدرسة الثانوية كقائد تربوي في محافظات غزة وعلاقته بالثقافة التنظيمية للمدرسة من وجهة نظر المعلمين"
لا مانع من قيام الباحث بتطبيق أدوات الدراسة المكونة من استبانة علي عينة قوامها (300) معلم ومعلمة من معلمي المدارس الثانوية بمحافظة غزة، وذلك حسب الأصول.
وتقبلوا فائق التقدير والاحترام،،،،

ملاحظة / مرفق قائمة بأسماء المدارس لعينة الدراسة.

/وزير التربية والتعليم العالي

وكيل الوزارة

د. عبد الله عبد المنعم



217

نسخة السيد / مدير عام الكتب والمطبوعات التربوية

Gaza (08-2822479-2849311) Fax: (08-2861146) (08-2861146) فاكس (08-2849311-2822479) غزة هاتف
E-mail: hope@hally.net



قائمة بأسماء عينه الدراسة

مديرية غزة	
1	الكرمل الثانوية بنين
2	فلسطين الثانوية بنين
3	عبد القحاح حمود الثانوية بنين
4	شهداء الزيتون الثانوية بنين
5	جمال عبد الناصر الثانوية بنين
6	شهداء الشاطئ الثانوية بنين
7	بشير الرئيس الثانوية أبنات
8	أحمد شوقي بنات
9	رامز فاخزد الثانوية بنات
10	الزهراء الثانوية أبنات
11	دلال المغربي الثانوية أبنات
12	الحاج هاشم عطا الشوا للبنات

مديرية شمال غزة	
1	أحمد الشغبري أ للبنين
2	أبو عبيده بن الجراح أ للبنين
3	عثمان بن عفان أ للبنين
4	بيت لاهيا الثانوية للبنين
5	تل الزعتر الثانوية بنات
6	فيصل بن فهد أ للبنات
7	تل الربيع الثانوية بنات

مديرية خان يونس	
1	القرارة الثانوية بنين
2	المتنبي أ الثانوية للبنين
3	خالد الحسن الثانوية للبنين
4	هارون الرشيد الثانوية بنين
5	عقبون الثانوية بنات
6	الخنساء الثانوية بنات
7	خان يونس الثانوية أبنات
8	ابن خالدون أبنات