



# **” دور الإدارة المدرسية في مدارس البنات الثانوية في مواجهة ظاهرة التسرب الدراسي بمحافظة غزة وسبل تفعيله ”**

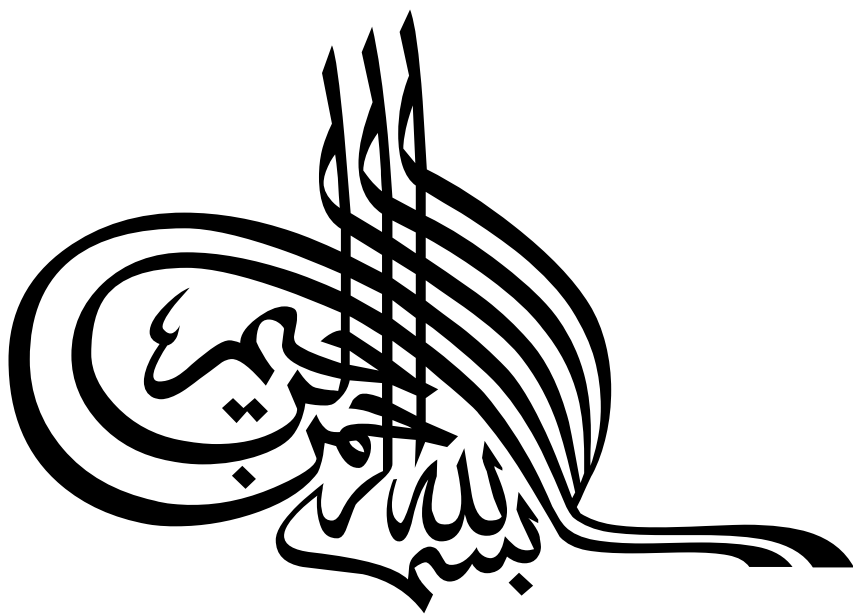
**رسالة ماجستير**

مقدمة من الطالب  
**محمد فؤاد سعيد أبو عسكر**

إشراف  
**أ.د. فؤاد على العاجز**

قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير  
في أصول التربية/ الإدارة التربوية في الجامعة الإسلامية - غزة

1430 - 2009



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قال تعالى :

﴿وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئاً وَجَعَلَ

لَكُمْ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ﴾

(النحل: آية 78)

## إهداء

إلى كل مجاهد حمل مراية الجهاد لكي يعيد لهذه الأمة مجدها . . .

إلى والدي ووالدي الذين غرسا في الحب والعطاء . . .

إلى نزوجتي وأبنائي وبناتي قررة عيني . . .

إلى إخوتي وأخواتي الأعزاء . . .

إلى مروح الشهيد الدكتور / **نزار ريان**

إلى أمروح شقيقيّ الشهيدين / **رأفت وأحمد** مرمر التضحية والفداء . . .

إلى أمروح ابنيّ الشهيدين / **خالد وعماد** عنوان البذل والعطاء . . .

إلى أصدقائي جميعاً . . .

إلى كل من كان لهم حق عليّ . . .

**لهم جميعاً أهدي بحثي هذا**

الباحث

## شكر وتقدير

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لكل أولئك جميعا الشكر والعرفان على مساهمتهم في إنجاز هذا البحث.

## قائمة المحتويات

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## قائمة الجداول:

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62	:95/94 88/87	12
62	.97/96 94/93	13
70	2008/2007 2005/2004	14

<b>70</b>	<b>2008/2007      2005/2004</b>	15
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**ثالثاً: قائمة الملاحق:**

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## ملخص الدراسة

”دور الإدارة المدرسية في مدارس البنات الثانوية في مواجهة ظاهرة التسرب

الدراسي بمحافظة غزة وسبل تفعيله”

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## *Abstract.*

### **The Role of Secondary Girls Schools' Administration in countering the phenomenon of school leaving in Gaza strip governates and the ways of activating this role**

Researcher: Mohammed Foad Said Abu Asker

Supervised By: Dr. Fouad Ali Alajez

The research aims at recognizing the role of Secondary Girls Schools' administration in countering the phenomenon of school leaving in Gaza and the ways of activating this role . Also, to determine the fact of this phenomenon and know to what extent the school administration practices its role to limit it . Besides, knowing the affect of service years, qualifications, place of residence upon the degree of practicing the school administrative role in order to limit this phenomenon according to the point of view of the research sample that reaches(68headmistresses) and represents 100% from the original research population.

The research used the analytical descriptive methodology, using a questionnaire as a research tool which consists of (89) paragraphs distributed into two fields educational and social . In addition to one open question to suggest ways to activate the role of school administration to limit the school leaving phenomenon.

#### **The research concluded the following results :**

1. The educational field got the first rank with ratio weight (80.94%)which shows that headmistresses do their duties in most of the educational aspects . This ratio is accepted from the headmistresses' performance in order to limit the leaving phenomenon in Secondary Girls School.
2. The social field got the second rank with ratio weight (80.17%) which shows the relationship between school and local society in order to limit the phenomenon of leaving school. So, it needs activating.
3. There are no statistical differences refers to the variables(service years, qualifications and the directorate that the school follows)

**According to the previous results, the research recommended the following :**

#### **First: Recommendations related to School Administration:**

1. Using school duties and home works to serve the educational environment and making follow up for these duties inside the class.
2. Spreading friendly atmosphere between teachers and students.
3. Students who are often absent should be linked with school activities such as school broadcasting.

4. Organizing journeys for students to visit distinguished vestigial places that mentioned in the curriculum.

**Second: Recommendations related to Ministry of Education:**

1. Rethinking in the policy of automatic upgrading for students with no reference to their real educational level which leads to deteriorating their level  
and therefore leaving school.
2. Improving the economical and social circumstances for teachers.
3. Modifying the curriculum to be suitable to the Palestinian case and its ambitions.
4. Choosing the best efficient persons to manage the process of education in Ministry of Education.

**Third: Recommendations related to parents:**

1. Parents should provide their daughters with the school and life needs.
2. Parents should aware their daughters that the existent economical situation is not eternal or long lasting but it is related mainly to the current political situation.
3. Parents should aware their daughters of the importance of education as a mean of achieving victory against the occupation through the innovative and creative minds.

**Fourth: Recommendations related to media means:**

1. Coordinating with Ministry of Waqf and Religious Affairs to activate the role  
of preachers to encourage parents to give more attention to their daughters' education under the guidance of Quraan and Hadeeth instructions.  
Besides, bringing those preachers inside the school to direct and guide the students.
2. Increasing the specified area for educational programs in different media means.
3. Working on awaring parents of their role in following up their sons and daughters and pushing them towards education.



## الفصل الأول

### الإطار العام للدراسة



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 (14 :1997 )

## الفصل الثاني الإطار النظري للدراسة

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السَّمَاوَاتِ وَالْأَرْضِ وَالْجِبَالِ فَأَبَيْنَ أَنْ يَحْمِلْنَهَا وَأَشْفَقْنَ مِنْهَا وَحَمَلَهَا الْإِنْسَانُ إِنَّهُ كَانَ ظَلُومًا جَهُولًا﴾ ( 72: )

( 1988 : 21 )

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«وَأْمُرْهُمْ شُومَرَىٰ بَيْنَهُمْ» ( : 38 ).

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«لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ» ( : 21 ).

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أَعْمَالَهُمْ وَهُمْ لَا يُظْلَمُونَ» ( : 19 )

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(<http://www.moe.gov.jo/school/hamza/dimgpah.htm>)

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## ثالثاً: مدير المدرسة الثانوية

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(141-2001:139

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[www-imam1.com/vb/archive/index.php/t-3363.html](http://www-imam1.com/vb/archive/index.php/t-3363.html).(820-5-2008)

(56 :1999 )

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(74-73 :1975 ).

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## رابعاً: التسرب المدرسي

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1.30	.69	.90	.85	2.6	1.30	1.73	.73	2.78	.04	2.01	
<b>1.6 6</b>	1.36	1.04	.87	3.17	1.59	1.90	.73	1.84	1.54	2.5	

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2.04	478	23333	<b>89/88</b>
1.5	355	23532	<b>90/89</b>
1.06	260	24388	<b>91/90</b>

(4) :\_\_\_\_\_ .2

(1990/1989 -1989/1988)

(4)

(1990/1989 -1989/1988)

3.07	3.34	337	277	10977	11448	<b>89/88</b>
1.27	1.35	138	157	10896	11666	<b>90/89</b>

-89/88

89/88

90-89

.89/88

94/93

83/82

-: (5)

(5)

94/93 83/82

	94/93	93/92	92/91	91/90	90/89	89/88	88/87	87/86	86/85	85/84	84/83	83/82	
	7.37	7.75	10.28	8.29	12.49	9.98	8.43	5.91	10.99	.09	6.48	7.33	4.07

-87/86 -91/90

.(%10.28) (%10.99) (%12.49)

93/92

-: \_\_\_\_\_

( )

(2000)

( 6 )

(17-12)

(2000)

(6)

897	6000	12000	9000	

(91 :1996 )

( 7 )

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1994

1991

(7)

(94 91)

94/93	93/92	92/91	
4.19	1.98	5.73	
3.31	4.46	8.24	

(293 :1983 )

80/79

/

( 8 )

89/88

(8)

.89/88 80/79

	89/88	88/87	87/86	86/85	85/84	84/83	83/82	82/81	81/80	80/79	
8.17	7.99	7.64	8.74	11.53	8.30	8.26	6.02	7.03	8.1	8.2	
7.22	5.2	6.46	7.69	9.43	7.42	8.01	5.74	7.16	6.5	8.6	

87/86 86/85

80/79

83/82

86/85

.86/85

(6 :1990 )

-:

: (1

.( 9 ) 1988/87

(9)

5.60	6.40	480	742	
6.10	7.10	431	676	
5.40	7.50	301	582	

(349 :1990 )

- 83/82

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(2

(10)

94/93

(10)

94/93-83/82

	94/93	93/92	92/91	91/90	90/89	89/88	88/87	87/86	86/85	85/84	84/83	83/82	
	11.83	12.88	15.68	19.74	11.62	10.53	6.45	6.86	11.32	7.15	12.1	17.98	9.76

.( 1944 / )

93/92 84/83 92/91

.(%15.86) (%17.98) (%19.74)

(226 :1998 )

-: \_\_\_\_\_

(11) 92/91 83/82

(11)

.92/91 83/82

92/91	91/90	90/89	89/88	88/87	87/86	86/85	85/84	84/83	83/82
30.7	20.1	17.6	20.9	15.9	12.6	12.7	13.8	19.1	17.1

84/83 91/90 92/91

.(19.1) (20.1) (30.7)

(211 :1998 )

88/87

(12)

95/94

(12)

:95/94

88/87

	95/94	94/93	93/92	92/91	91/90	90/89	89/88	88/87
12	11	11	12	13	11	10	17	14

(%17)

.89/88

(%24)

(%28)

(%44)

(%13)

(252 :1990 )

(13)

97/96

94/93

(13)

(63 1999 :

) 97/96

94/93

97/96	96/95	95/94	94/93	
3.93	5.98	6.55	3.39	
7.92	8.13	9.69	7.61	

(212 :1998 )

\_\_\_\_\_

:  
: .1

(158-157 :1995 )

: .2

(87 :1995 )

: .3

(353 :2002 )

: .4

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(2001:53 )

(400 :1986 )

: .5

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.(

(78 :1995 )



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- (1
- (2
- (3
- (4
- (5

(55-54 :2001 )

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"

(4 :1994 )

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(61 :1990 )

.3

(123 122 :1983 )

.4

(121 :1995 )

.5

(55 :1992 )

.6

( - )

(3 :1997 )

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(16-15 :1986 )

	.6
(111 :1976 )	
	.7
(23 :1973 )	
	.8
( 60 :2001 )	
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	-.:
	.1
	.2
	.3
(55 :1992 )	
	.4
(244 :1988 )	
	.5
(109 :1991 )	
	.6
(136 :1991 )	

.7

(143 :1997 )

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(7 :1996 )

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(55 :1992 )

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(109 :1992 )

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.1

.2

(64 :2005 )

.3

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(9 :1996 )

-:

: ( 2007/2006 2003/2002)

(14)

:

( 14 )

**2008/2007 2005/2004**

<b>2008/2007</b>	<b>2007/2006</b>	<b>2006/2005</b>	<b>2005/2004</b>	
%3.4	%4.2	%6.5	% 3.7	
%4.4 %3	%3	%3.9	%2.6	
%1.9	%3.6	%2.6	%1.6	
%2.8	%2.9	%3.4		
%3.7	%2.6	%3.1	%3.1	

(2009

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0

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(15)

**. 2008/2007 2005/2004**

<b>2008/2007</b>	<b>2007/2006</b>	<b>2006/2005</b>	<b>2005/2004</b>	
%1.8	%3.3	%2.9	%4.3	
%3.6 %2.4	%2.7	%2.4	%2.8	
%1	%1	%1.1	%1.9	
%*2.9	%1.8	%1.6		
%2.4	%2.1	%1.5	%2	

(2009

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## الفصل الثالث الدراسات السابقة

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"		" :	(1990 )	.1
(40)	(40)			
:			(120)	.1
				.2
				.3
				.4
				.5
"		" :	(1993 )	.2



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": (1993 ) .3

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(490)

(680)

(218)

(343)

(10)

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" : (1995 ) .4

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(132)

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" : (1998 ) .1

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(49)  
(1373)

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(0.05=a)

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(0.05=a)

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" : (2002 ) .2  
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(93)

1998

(31)

2001

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(120)

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(15)

(70)

(35)

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" :

(2003 )

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.3

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60)

(170 )

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(

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(%86.64)

(%86.68 )

(%81.93 )

( 83.36)

" : (2003 ) .4

"

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(

(282)

)  
(

: (2005 ) .5

.( 2005-2004)

(128)

.(%82.8)

.(%84.4)

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": (Matthews & others, 1992) .1  
" :  
(The Beginning Principals: Needs, Concerns and Professional Development.)

(8) (1994-1989)

(4)

(12)

Case study

(9)

" : (Lieblich, 1993) .2

."

**(The Role of the Principal In Sustaining Educational Innovations)**

:

- 
- 

" : (Maureen,1993) .3

."

**(Constraints On Effectiveness of Junior High School And their Principals)**

(108)

(94)

( %87)

" "

(10)



: " : (Douglas, 1994) .4  
 ."(Wisconsin)

**(School Public Relation Programs in Selected Wisconsin School Districts)**

(20)

-: \_\_\_\_\_ :

-: •

." " : (1987 ) .1

\_\_\_\_\_ :

)

1977/1976 (%19) 1972 / 1971 (%23.9  
 . 1984/1983 (%8.2) 1982/1981 (%13.5)

(%12.8)

.1977/1976 (%18.4)

1972/1971

. 1984/1983 (%13)

\_\_\_\_\_

:

:

84/83	77/76	72/71	/
%0.7	%1.7	%2.8	
%2.4	%3.2	%5.4	

❖

❖

\_\_\_\_\_

-1

-2

-3

" : (1987 ) .2

1986/85 1977/76

"

(86/85-77/76)

:

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(	%3.1	%2.7)	-	
.	(	%4.4	%4.2 )	-
		(%1.8	%2.6)	-
		.(%1.2)	(%2.7)	-
(	)			-

" : (1990 ) .3  
."

1983/1982  
(1000)

1987/1986

(%19.3 % 22.4)

(%2.7)

(%2)

:

" : (1990 ) .4  
."

( )

. 1989/1988 1980/1979

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:

(%6.61) ( )

( %6.631 (%6.589)

( %1.66 %1.3) (%1.47)

.( %7.32 %8.17) (%7.8)

:

(%6.38)

.( %5.74 %6.97)

( %5.04 %5.3) %5.17

%8.04

.( %7.58 %8.48)

." " : (1990 ) .5

(130) (36) (387) ( 245)  
(823) . (13) (12)

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-4

-5

- :

-1

-2

-3

-4

." " : (1991 ) .6

" : (1994 ) .7

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(58) (83) (92) (175)

(117)

(36)

(37)

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5-1

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" : (1997 ) .8

.(86/85-77/76)

(96/95- 87/86)

-

.96/95-92/91

90/89- 87/86

" : (1997 ) .9

."

(1319)

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": (2002 ) .10

."

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:



.(154)

(162)

:

.1

.2

.3

-: \_\_\_\_\_ •

" : (1994 ) .1

.(1993-1987)

-

( )

1992/1987

: \_\_\_\_\_ -

•

:

(1993 - 1987)						
93/92	92/91	91/90	90/89	89/88	88/87	
%10.28	%8.39	%12.49	%9.98	%8.23	%9.91	
%15.86	%19.26	%11.62	%10.25	%6.45	%7.68	

: \_\_\_\_\_ •

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-4

-5

-6

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" : (1995 ) .2

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" : (1995 ) .3

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.1

.2

.3

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" : (1995 ) .4

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(%2)

-2

(%3.72)

(%3.65)

(%3.38 %3.72) 1990/1989

90/89

(%4) 1990/1989  
(%3.36) 90/89  
)

(%3.12)  
(%4.57)

1991/1990  
1991/1990  
1991/1990  
(

" : (1995 ) .5  
."

95/94 88/87

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.1

.2

.3

" : (1995 ) .6  
."

18-14

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 .  
 .

(18-14)

.1

.2

.3

" : (1995 ) .7

."

.93/1992 90/89

.93/92 90/89

:

.1

.2

.3

(%3.37)

(%12.4)

" : (1995 ) .8  
 ." {17-11}

1996/95 94/93 (17-11)

\_\_\_\_\_ :

%5.9) %5.87 1996/1995 -

.( %5.83 /

%6.7) -

.( %5.1 %3.71) ( %6.15

: -

%3.65 %4.4) ( %6.6 %3.7) -

.(

:

96/95		94/93							
3.57	4	5.42	4.64	5.30	5.92	7.34	8.29	8.7	%

\_\_\_\_\_ :

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-

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-

" : (1996 ) .9  
 ." 1995/1994 1988-1987

	.1995/1994	1988/1987	-
	(571339) 95/94	88/87	
		%.4.47 (25513)	
89/88	(%7)	88/87	-
	.(%3)	90/89 (%5)	-
		(%20 %2)	
(%14)	95/94 .94/93	(%16) 88/87	
	.(%9) 91/90 90/89		-
	(%44 %28)		
(%25)		91/90 88/87	
92/91	.(%31)	(%44)	
.	(%20)	(%80) 95/94	
(%29) :			-
		(%27)	
	%.21	(%35) :	

." " : (1997 ) .10  
 ( )

	1996/1995	1994/1993	
	:		
.	100	- . 450	-
.	105	- . 155	-



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" : (1997 ) .11

88/87

(%3.31) 95/94

95/94

89/88

90/89

.(%4.99)

91/90

.(%3.69)

(%3.09)

.(%8.93-%2.38)

92/91

-  
-  
-  
-

" (1998 ) .12

"

(10) (35)  
(350)

-:

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-

" : (2000 ) .13

."99/98 94/93

99/98 94/93

-

(373)

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-:

-1

.( % 1.08 %1.62)

-2

.( % 2.77 % 3.73)

( )

-3

%22)

.( %18

( )

-4

%22)

.( %17

-:

•

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•

•

" : (2001 ) .14

"

(95)

(45)

(50)

" : (2001 ) .15

"

(95)

(269)

(37)

(%49.2)

" " " "

" : (2003 ) .16

( )

( )

.( )

(93)

(103)

(196)

:

%97.09	.	.1
%92.23	.	.2
%92.23	.	.3
%92.23	.	.4
%90.29	.	.5

:

%96.78	.	.1
%91.4	.	.2
%90.32	.	.3

:

-4 -3 -2 .1

/

.1

.2

.3

.4

" : (2004 ) .17

."

. 2003/ 2002 -99/ 98

.( . . . )

/ :  
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.( . . . )

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•  
-:  
": (1986) (Martin , Robein) .1

."

:

-1

-2

-3

": (1988) ) (Stamb Robert) .2

."

1970-1920



-1

-2

-3

" : (1988) (maezeil , hayes) .3

."

" : :(Youngman 1993) .4

."

Floyd

" : (1999) (de saw , semous ) .5  
."

-1

-2

-3

**HAYEZ,ROBERT SEID AND ZOMOUNI SOLOUN AND ) .6**

**) (OTHERK, 2000**

**(2000**

**" :**

**"1990-1970**

**(90-70)**

**(24-14)**

**( )**

**24-14)**

**.(**

**-:**

**-1**

**-2**

**-3**

**" :(2001)**

**(Kalyus , Richard)**

**.7**

**."**

**2000-99**

**(23,457)**

**(1,794,521)**

**(%15)**

**2000-99**

2000-99

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.1

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.2

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## التعليق على الدراسات السابقة

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## الفصل الرابع الطريقة والإجراءات



## الفصل الرابع الطريقة والإجراءات

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: -1

:

(Statistical Package For Social Science) SPSS

: -2

:

(68) 2009/2008

.(16)

**(16)**

11		1
11 13		2
11		3
13		4
9		5
68		

(2008

)

(%100 )

(60)

:

**(17)**

15.00	9	
26.67	16	10-6
58.33	35	10
100	60	



(18)

76.67	46	
23.33	14	
100	60	

(19)

18.33	11	
16.67	10	
20.00	12	
8.33	5	
21.67	13	
15.00	9	
100	60	

:

:

-  
-

( 1 )

( 50 )

( 18 )

( 4 )

(39)  
)

(1 2 3 4 5)

(

(195 39)

( 3 )

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(39)

:(20 )

( 20 )

23	
16	
39	

:

:

(30)

. (SPSS)

( ) :

:( 21)

( 21)

" "

0.01	0.640		1
0.05	0.383		2
0.01	0.626		3
0.01	0.598		4
0.01	0.813		5
0.01	0.536		6
0.01	0.498		7
0.01	0.427		8
0.05	0.386		9
0.01	0.540		10
0.05	0.384		11
0.01	0.658		12
0.05	0.423		13
0.01	0.527		14
0.05	0.413		15
0.01	0.656		16
0.01	0.613		17
0.05	0.459		18
0.05	0.408		19
0.05	0.450		20
0.05	0.385		21
0.05	0.390		22
0.05	0.403		23

0.463 = (0.01) (28)

0.361 = (0.05) (28)

"

"

r (0.813-0.383) (0.05)

28 0.05 r

0.361

الاتساق الداخلي لأداة الدراسة لفقرات المجال الثاني: (الجانب الاجتماعي) والدرجة الكلية لفقراته كما هو مبين بالجدول رقم (22):

(22)

0.01	0.589		1
0.01	0.585		2
0.01	0.636		3
0.01	0.764		4
0.01	0.785		5
0.05	0.369		6
0.01	0.540		7
0.01	0.477		8
0.01	0.648		9
0.01	0.570		10
0.01	0.430		11
0.01	0.487		12
0.01	0.475		13
0.05	0.457		14
0.01	0.554		15
0.01	0.768		16

ر الجدولية عند درجة حرية (28) وعند مستوى دلالة (0.01) = 0.463  
 ر الجدولية عند درجة حرية (28) وعند مستوى دلالة (0.05) = 0.361

"

r (0.785-0.369) (0.05)

28 0.05 r

0.361

:

(23 )

الجدول ( 23 )

الجانب الاجتماعي	الجانب التربوي		
		1	
	1	0.930	
1	0.673	0.898	

0.463 = (0.01) (28)

0.361 = (0.05) (28)

(0.01)

Reliability

: Split-Half Coefficient

-1

(24) (Spearman-Brown Coefficient)

:

(24)

0.771	0.766	*23	
0.824	0.701	16	
0.794	0.787	*39	

\*

(0.794)

:

-2

: ( 25 )

( 25 )

معامل ألفا كرونباخ		
0.849	23	الجانب التربوي
0.851	16	الجانب الاجتماعي
0.902	39	المجموع

(0.902)

:

(SPSS)

:

. "Pearson"	-1
.	-2
.	-3
.	-4
.	-5

# **الفصل الخامس**

## **نتائج الدراسة وتفسيرها**



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(26)

( 60= )

3	88.00	0.694	4.400	264	30	25	4	1	0		1
1	90.67	0.650	4.533	272	37	18	5	0	0		2
1	90.67	0.536	4.533	272	33	26	1	0	0		3
13	79.00	0.811	3.950	237	17	24	18	1	0		4
20	76.33	0.701	3.817	229	8	35	15	2	0		5
18	76.67	0.717	3.833	230	8	37	12	3	0		6
15	78.67	0.710	3.933	236	10	38	11	0	1		7
21	75.67	0.846	3.783	227	12	27	17	4	0		8
23	73.00	0.777	3.650	219	8	26	23	3	0		9
21	75.67	0.865	3.783	227	12	27	18	2	1		10
17	77.33	0.853	3.867	232	14	27	17	1	1		11

4	84.67	0.745	4.233	254	24	27	8	1	0		12
14	79.00	0.832	3.950	237	15	30	13	1	1		13
7	83.33	0.886	4.167	250	24	26	7	2	1		14
5	84.00	0.659	4.200	252	19	35	5	1	0		15
9	83.00	0.732	4.150	249	20	30	9	1	0		16
8	83.33	0.668	4.167	250	18	35	6	1	0		17
6	84.00	0.840	4.200	252	24	27	7	1	1		18
12	80.67	0.938	4.033	242	22	22	13	2	1		19
11	81.00	0.891	4.050	243	20	27	10	2	1		20
19	76.33	0.833	3.817	229	12	29	15	4	0		21
16	78.33	0.809	3.917	235	14	30	13	3	0		22
10	82.33	0.922	4.117	247	23	25	10	0	2		23

:

:

" (2) -

.(% 90.67) "

"

" (3) -

.(%90.67)

" (1) -  
" (% 88)

" (8) -  
" (%75.67)

" (10) -  
" (%75.67)

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" (% 73.00)

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4	84.33	0.715	4.217	253	22	30	7	1	0		1
1	90.00	0.567	4.500	270	32	26	2	0	0		2
3	86.00	0.619	4.300	258	23	32	5	0	0		3
10	79.00	0.746	3.950	237	14	30	15	1	0		4
11	77.00	0.936	3.850	231	14	29	13	2	2		5
2	88.67	0.673	4.433	266	32	22	6	0	0		6
14	73.33	0.914	3.667	220	11	24	20	4	1		7
13	75.67	0.804	3.783	227	11	28	18	3	0		8
6	83.67	0.833	4.183	251	25	23	10	2	0		9
8	82.00	0.775	4.100	246	19	30	9	2	0		10
7	83.67	0.676	4.183	251	20	31	9	0	0		11
5	83.67	0.651	4.183	251	18	36	5	1	0		12
9	81.00	0.910	4.050	243	20	28	8	3	1		13
12	76.00	0.840	3.800	228	11	30	16	2	1		14
16	65.67	1.043	3.283	197	6	21	21	8	4		15
15	73.00	0.799	3.650	219	6	33	15	6	0		16

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	.(% 88.67)	"	
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"	:	"	(7) -
	.(% 73.33)		
.		"	(16) -
	.(% 73.00)	"	
		"	(15) -
.(%65.67)		"	

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(60= )

1	80.94	8.375	93.083	5585	23	:
2	80.17	7.017	64.133	3848	16	:
	80.62	14.087	157.217	9433	39	

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	0.089	2.528	168.590	2	337.181		:
			66.691	57	3801.403		
				59	4138.583		
	0.158	1.905	91.018	2	182.036		الثاني: الجانب الاجتماعي
			47.770	57	2722.898		
				59	2904.933		
	0.077	2.681	503.274	2	1006.548		الدرجة الكلية
			187.748	57	10701.636		
				59	11708.183		

3.15= (0.01) (2.59)

4.98= (0.05) (2.59)

(0.05)

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( $\alpha$  : :  $\leq 0.05$ )

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		" "					المجالات
	0.475	0.720	7.761	92.652	46		:
			10.346	94.500	14		
	0.060	1.918	6.500	63.196	46		الثاني: الجانب الاجتماعي
			7.992	67.214	14		
	0.175	1.375	13.253	155.848	46		الدرجة الكلية
			16.255	161.714	14		

2.00 = (0.05) (58) " "

2.66 = (0.01) (58) " "

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( $\alpha \leq 0.05$ )

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. One Way ANOVA

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مستوى الدلالة	قيمة الدلالة	قيمة "ف"	متوسط المربعات	درجات الحرية	مجموع المربعات	مصدر التباين	المجالات
	0.061	2.261	143.304	5	716.520		:
			63.372	54	3422.063		
				59	4138.583		
0.05	0.029	2.725	117.041	5	585.203		الثاني: الجانب الاجتماعي
			42.958	54	2319.730		
				59	2904.933		
	0.052	2.361	420.084	5	2100.420		الدرجة الكلية
			177.922	54	9607.763		
				59	11708.183		

3.34= (0.01)

(5.59)

2.57= (0.05)

(5.59)

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(0.05)

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<b>61.222=</b>	<b>66.462=</b>	<b>62.400=</b>	<b>68.917=</b>	<b>60.700 =</b>	<b>62.455=</b>	
-	-	-	-	-	-	<b>62.455=</b>
-	-	-	-	-	1.755	<b>60.700 =</b>
-	-	-	-	*8.217	<b>*6.462</b>	<b>68.917=</b>
-	-	-	6.517	1.700	0.055	<b>62.400=</b>
-	-	4.062	2.455	<b>*5.762</b>	4.007	<b>66.462=</b>
-	5.239	1.178	<b>*7.694</b>	0.522	1.232	<b>61.222=</b>

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## المراجع

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		" 2002/2001-95/94	
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"		" :(1991)	.13
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4	14	"	
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		( )	
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		" : (1993)	.25
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		(5)	(62)
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	"	" : (1997)	.35
			144-129
	"	" : (1990)	.36
		.21-15 (24)	
	"	" : (1998)	.37

		" : (1995)	.38
- 91	12		
			.98
		" : (1987)	.39
		" : (2001)	.40
	" 1999/1998	1994/1993	
		" : (1995)	.41
	"	" : (2004)	.42
		" : (2003)	.43
.1	" 2003-2002		
		" : (1996)	.44
		2	<b>96/95</b>
		" : (1997)	.45
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(1)	-	" : ( 1966 )	.46
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		" ( )	.52
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.4	" : (1981)	.54
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1	" : (1975 )	.57
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.108-104	"	"
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	" : (2001 )	.67

			" : (2001)	.68
-209	1	9	"	.255
	<b>1996</b>	<b>1886</b>	" : ( 1996)	.69
2	"	<b>2000-1986</b>	" : (2000)	.70
		"	" : ( 1943)	.71
		"	" : (2000)	.72
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<b>-2000</b>		":( 1999)	.114
	.3	1999/8/15	<b>"2004</b>
		":(2008)	.115
		"	
	"	":(1991)	.116

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

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السلام علیکم ورحمة اللہ وبرکاتہ

**الموضوع / تحکیم استبانة**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



الجامعة الإسلامية - غزة  
The Islamic University - Gaza

محمدرقم ٥٣

هاتف داخلي: 1150

عمادة الدراسات العليا

الرقم.....ج من غ/35/Ref.  
التاريخ.....2009/02/21/Date

الأخ الدكتور/ وكيل وزارة التربية والتعليم العالي  
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/ محمد فؤاد سعيد أبو عسكر برقم جامعي 2005/2174 المسجل في برنامج الماجستير بكلية التربية تخصص أصول التربية/ الإدارة التربوية، وذلك بهدف تطبيق أدوات دراسته والحصول على المعلومات التي تساعد في إعدادها والمعونة بـ:

" دور الإدارة المدرسية في مدارس البنات الثانوية في مواجهة ظاهرة التسرب الدراسي بمحافظة غزة وسبل تفعيله "

والله ولي التوفيق،،،

عميد الدراسات العليا

د. زياد إبراهيم مقداد



صورة إلى:-  
المنفذ.

١٥٤





مصدر رقم ٥٠

الرقم: و ت غ / مذكرة داخلية (١٧١)

التاريخ: 2009/ 2/22

السادة/ مدير التربية والتعليم - محافظات غزة حفظهم الله،،،

السلام عليكم ورحمة الله وبركاته،،،

### الموضوع : تسهيل مهمة بحث

يقوم الطالب/ة: محمد فؤاد سعيد أبو عسكر، والمسجل لدرجة الماجستير بالجامعة الإسلامية، بكلية التربية، تخصص أصول التربية/الإدارة التربوية، بعمل بحث بعنوان "دور الإدارة المدرسية في مدارس البنات الثانوية في مواجهة ظاهرة التسرب الدراسي بمحافظات غزة وسبل تفعيله".

يرجى من سيادتكم التكرم بمساعدة الطالب بتطبيق أداة الدراسة وهي استبانة وذلك على المدارس الثانوية للبنات ، وذلك حسب الأصول.

وتفضلوا بقبول فائق الاحترام،،،

د. زياد ثابت

د. زياد ثابت

وكيل الوزارة المساعد للشئون التعليمية



النسخة/ مدير التربية للبنات  
السلام عليكم ورحمة الله وبركاته  
راسخ من تربية البنات  
تيسير اداة بحث

نسخة \* وزير التربية والتعليم العالي

\* وكيل الوزارة

\* وكيل الوزارة المساعد لشئون الإدارة والتطوير

\* الملف

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	( )	37			.2
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		46			.11
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		52			.17
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		63		( )	.28
	( )	64			.29
		65			.30
	( )	66			.31
	( )	67			.32
		68		( )	.33
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