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هاتف داخلي: 1150

عمادة الدراسات العليا

الرقم. ج س غ/35 /
Ref 2009/07/18

Date التاريخ

نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة عمادة الدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ محمود إبراهيم حسن السعافين لنيل درجة الماجستير في كلية التربية/ قسم أصول التربية/ إدارة تربوية وموضوعها:

"درجة ممارسة إدارة المدارس الثانوية بمحافظات غزة لدورها في الحفاظ على السلامة البدنية للطلبة وسبل تفعيلها"

وبعد المناقشة العلنية التي تمت اليوم الثلاثاء 28 رجب 1430 هـ، الموافق 2009/07/21م الساعة الواحدة ظهراً، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

.....	مشرفاً ورئيساً	أ.د. فؤاد العاجز
.....	مناقشاً داخلياً	د. عليان الحولي
.....	مناقشاً خارجياً	د. صهيب الأغا

وبعد المداولة أوصت اللجنة بمنح الباحث درجة الماجستير في كلية التربية/ قسم أصول التربية- إدارة تربوية.

واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله ولزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه.

والله ولي التوفيق ،،،

عميد الدراسات العليا

د. زياد إبراهيم مقداد

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَالْعَصْرِ، إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ،

إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ

وَتَوَاصَوْا بِالْحَقِّ وَتَوَاصَوْا بِالصَّبْرِ

صَدَقَ اللَّهُ الْعَظِيمُ

سُورَةُ الْعَصْرِ

إلى الله

إلى أمي و أبي

إلى إخوتي و أخواتي

إلى زوجي و أبنائي

إلى أصدقائي

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"درجة ممارسة إدارة المدرسة لدورها في وقاية الطلبة من

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" : () : درجة ممارسة إدارة المدرسة لدورها في وقاية
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($0.05 \geq \alpha$) : درجة ممارسة إدارة المدرسة لدورها في توعية الطلبة
 من أجل الحفاظ على سلامتهم البدنية"

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بمحافظة غزة لدورها

وكذلك في الدرجة الكلية
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Abstract

This study aimed to identify the practice degree of the secondary schools management in the governorates of Gaza , for its role in preserving the physical safety of students and ways to activate.

The main question of the study was :

What is the practice degree of the secondary schools management in the governorates of Gaza , for its role in preserving the physical safety of students , and how it could be activated?.

Three questions were branched from the main question :

1- What is the practice degree of the secondary schools management in the governorates of Gaza , for its role in preserving the physical safety of students?.

2- Does the practice degree of the secondary schools management in the governorates of Gaza , for its role in preserving the physical safety of students , differ according to the variables of: (sex , years of service , the geographical educational area)?

3- What are the ways to activate the role of the secondary schools management in the governorates of Gaza in preserving the physical safety of students?.

In order to respond to the questions of the study, the researcher used **the descriptive, analytical curriculum** . The community of the study consisted of all the managers, deputy directors and educational guides in the secondary schools of Gaza governorates, numbered (372) , and the study sample was represented in all the original members of the society . And to achieve the objectives of the study , the researcher designed a questionnaire consisted of two fields as follows:

The practice degree of the secondary schools management for its role in the prevention of students from the dangers and diseases in the school , and the practice degree of the secondary schools management for its role in educating students in order to maintain the physical integrity.

Through analyzing responses of the sample study ,the researcher discovered the following results:

1 - The first field was ranked first with a relative weight of (81.59%), and the highest three paragraphs in this regard were: "to ensure the presence of water", where it was ranked first with a relative weight of (91.51%), and "to interest in cleaning classrooms and corridors," which was ranked the

second with a relative weight of (89.14%), and " always works to clean the school yard" , which was ranked third with a relative weight of(89.3%).

The lowest three paragraphs in this field were: " to interest in paving the sandy squares of the school" ,which was ranked the twentieth with a relative weight of (74.46%), and " looks over the fence every day because of the presence of foreign objects", where was ranked the twenty- first with a relative weight of (71.61%), and " encourages to do medical days in school", and was ranked twenty-second, with a relative weight of (70.00%).

Then comes the second field which was ranked second with a relative weight of (66.14%) and the total relative weight of the questionnaire was (79.90%). The highest three paragraphs in this field were: "investing the school radio in health education " , which was ranked first with a relative weight of (85.54%), and "alienating the students from the family and party Intolerance", which was ranked second with a relative weight of (48.19%) , and "supervising on the training of students to exit and enter the class rooms safely", which was ranked third with a relative weight of (82.31%).

The lowest three paragraphs in this field were: "to mandate the Health Committee to train students on the first aid" ,which was ranked the nineteenth with a relative weight of (73.82%), and " supervising on the training of students to the safe evacuation during the shelling " ,which was ranked twenty with a relative weight of (73.49%), and "working with the traffic police to organize seminars in the rules of safety on the road " ,where it was ranked twenty with a relative weight of (61.77%).

2 - the lack of significant statistically differences attributable to the variable of sex (males, females) in the first field .

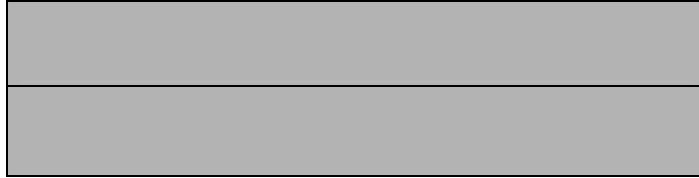
3 - The presence of significant statistically differences attributable to the variable of sex (males, females) in the second field in favor of females.

4 - There are significant statistically differences due to a variable of years of service in all fields and in the total degree in favor of the more than ten years.

5 - No significant statistical differences attributable to the geographical educational area.

In the light of the study results ,the researcher formulated the following recommendations:

- Giving more attention to paving the sandy squares in schools.
- Urge the school management to look over the school fence everyday because of the presence of strange objects, particularly in the schools which adjacent to the areas which suffer from the repetition of the Israeli invasions.
- Preparing medical days at schools , in collaboration with public and private community institutions.
- The need for training programs, to train elite students from all schools on the first aid.
- Coordination with the civil defence to train students on the safe evacuation during a shelling or invasion.
- Coordination with the traffic police to organize seminars for the students in the rules of road safety.
- The male schools management need to give students more interest in educating them in order to maintain their physical integrity.
- Taking account of the years of experience while selecting a member of the school management .



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 (0.361) (28) (0.829-0.414) (0.05)

:(7)

(7)

" :

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0.01	0.776	.	1
0.01	0.711	.	2
0.01	0.734		3
0.01	0.747	.	4
0.01	0.868	.	5
0.01	0.756	.	6
0.01	0.657	.	7
0.01	0.857	.	8
0.01	0.820	.	9
0.01	0.753	.	10

0.01	0.709		11
0.01	0.700		12
0.01	0.589		13
0.01	0.776		14
0.01	0.790		15
0.01	0.719		16
0.01	0.823		17
0.01	0.801		18
0.01	0.776		19
0.01	0.829		20
0.01	0.781		21

0.463 = (0.01) (28)

0.361 = (0.05) (28)

(0.01)

(0.868-0.589)

(0.361)

(28)

(0.05)

(8)

(8)

	1	0.950	:
1	0.840	0.968	:

0.463 = (0.01) (28)

0.361 = (0.05) (28)

(0.01)

:Reliability

: Split-Half Coefficient

-1

: (9) (Spearman-Brown Coefficient)

(9)

0.827	0.705	22	:
0.941	0.940	*21	:
0.913	0.901	*43	

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(0.913)

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0.927	22	:
0.962	21	:
0.970	43	

(0.970)

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(SPSS)

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."Pearson"

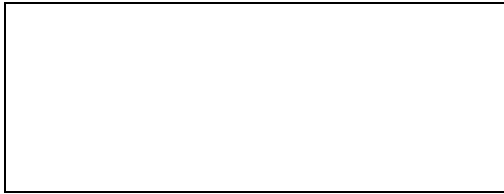
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(11)

(372=)

21	71.61	1.034	3.581	1332	76	127	120	35	14		1
13	79.89	0.875	3.995	1486	113	168	71	16	4		2
17	78.39	0.973	3.919	1458	113	155	75	19	10		3
14	79.46	1.012	3.973	1478	130	145	66	19	12		4
4	88.33	0.757	4.417	1643	203	132	28	7	2		5
11	83.01	0.827	4.151	1544	140	164	55	10	3		6
16	78.82	0.947	3.941	1466	115	154	76	20	7		7

3	89.03	0.824	4.452	1656	229	99	29	13	2		8
15	78.98	1.041	3.949	1469	142	113	79	32	6		9
22	70.00	0.992	3.500	1302	59	134	124	44	11		10
20	74.46	1.065	3.723	1385	100	131	90	40	11		11
8	85.11	0.888	4.255	1583	180	130	42	17	3		12
1	91.51	0.694	4.575	1702	252	88	26	6	0		13
9	83.87	0.881	4.194	1560	158	153	40	17	4		14
5	85.86	0.823	4.293	1597	178	141	39	12	2		15
2	89.14	0.674	4.457	1658	208	126	38	0	0		16
18	76.45	0.882	3.823	1422	89	155	102	25	1		17
10	83.39	0.812	4.169	1551	144	160	57	9	2		18
19	75.75	0.909	3.788	1409	81	168	90	29	4		19
12	81.02	0.977	4.051	1507	150	122	75	19	6		20
6	85.54	0.760	4.277	1591	166	150	49	7	0		21
7	85.27	0.794	4.263	1586	166	150	45	10	1		22

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"	:	(13)	-
	.(%91.51)		
"	:	(16)	-
	.(%89.14)		
"	:	(8)	-
	.(%89.3)		

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		.(%74.46)		
"		" :	(1)	-
	.(%71.61)			
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	.(%70.00)			
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20	73.49	0.954	3.675	1367	70	159	105	28	10		1

19	73.82	0.951	3.691	1373	72	163	93	38	6		2
18	75.59	0.872	3.780	1406	72	180	89	28	3		3
11	78.66	0.939	3.933	1463	114	151	81	20	6		4
3	82.31	0.856	4.116	1531	139	156	60	15	2		5
17	76.45	0.900	3.823	1422	84	172	87	24	5		6
21	61.77	1.012	3.089	1149	31	89	160	66	26		7
8	79.68	0.893	3.984	1482	112	171	64	21	4		8
9	79.57	0.872	3.978	1480	110	167	76	15	4		9
2	84.19	0.794	4.210	1566	151	159	53	7	2		10
14	77.80	0.831	3.890	1447	92	164	100	15	1		11
7	80.05	0.901	4.003	1489	123	150	81	13	5		12
10	78.92	1.021	3.946	1468	133	128	78	24	9		13
16	76.72	0.886	3.836	1427	88	162	100	17	5		14

4	81.29	0.860	4.065	1512	131	151	75	13	2		15
6	80.11	0.850	4.005	1490	113	168	73	16	2		16
15	77.63	0.864	3.882	1444	83	190	79	12	8		17
13	78.23	0.878	3.911	1455	91	187	71	16	7		18
1	85.54	0.802	4.277	1591	174	137	52	8	1		19
5	80.48	0.864	4.024	1497	120	161	74	14	3		20
12	78.44	0.927	3.922	1459	116	138	94	21	3		21

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. (%85.54)

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. (%84.19)

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. (%82.31)

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"	" : (2) -
. (%73.82)	
"	" : (1) -
. (%73.49)	
	" : (7) -
. (%61.77)	"

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	:"	-1
		-2

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(2004)

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(13)

(372=)

1	81.59	11.649	89.745	33385	22	:
2	78.13	12.044	82.038	30518	21	:
	79.90	21.989	171.782	63903	43	

" :
 " : (%81.59)
 (%66.14)
 " :
 .(%79.90)

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 (0.05 ≥ α) " :

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		" "					
	0.700	0.385	11.148	89.488	168		:
			12.069	89.956	204		.
0.05	0.031	2.167	12.789	80.554	168		:
			11.279	83.260	204		.

	0.166	1.387	22.013	170.042	168		
			21.918	173.216	204		

1.96 = (0.05) (370) " "

2.58 = (0.01) (370) " "

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(2005)

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(0.05 ≥ α)

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One Way

. ANOVA

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		" "					
0.01	0.000	10.704	1380.342	2	2760.68		:
			128.959	369	47586.06		
				371	50346.74		
0.01	0.000	9.206	1278.748	2	2557.50		:
			138.905	369	51255.98		
				371	53813.47		

0.01	0.000	10.964	5030.884	2	10061.77	
			458.850	369	169315.60	
				371	179377.36	

$$4.66 = (0.01) \quad (2.371)$$

$$3.02 = (0.05) \quad (2.371)$$

" "

" "

(0.05)

ولمعرفة اتجاه الفروق قام الباحث باستخدام اختبار شيفيه البعدي والجداول (16، 17، 18) توضح ذلك:

(16)

:

10	10-5	5	
92.800=	88.052=	86.364=	
			5
			86.364=
		1.688	10-5
			88.052=
	*4.047	*6.436	10
			92.800=

(0.01)

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(5)

(10-5)

(10)

(10)

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(10)

(17)

:

10 84.969=	10-5 79.200=	5 80.922=	
		1	5 80.922=
	1	1.722	10-5 79.200=
1	*5.769	*4.047	10 84.969=

(0.01)

*

(5)

(10-5)

(10)

(10)

(10)

(10)

(18)

10 177.769 =	10-5 167.252=	5 167.286 =	
		1	5 167.286 =
	1	0.034	10-5 167.252=
1	*10.517	*10.483	10 177.769 =

(0.01)

*

(5)

(10-5)

(10)

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(2008)

(2005)

(2008)

(2005)

(0.05 ≥ α)

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. One Way ANOVA

(19)

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		" "					
0.413	1.008	136.821	5	684.106		:	
		135.690	366	49662.633			
			371	50346.73			
0.193	1.488	214.378	5	1071.892		:	
		144.103	366	52741.58			
			371	53813.47			
0.242	1.351	650.098	5	3250.488		:	
		481.221	366	176126.87			
			371	179377.36			

3.04 = (0.01) (5.371)

2.23 = (0.05) (5.371)

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(0.05)

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(2008)

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(20)

325		1
312		2
298		3
291		4

288		5
282		6
273		7
264		8
252		9
249		10
231		11
211		12
197		13
189		14
176		15
163		16
152		17
141		18
133		19
119		20
102		21
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87		24
83		25
79		26
68		27

63		28
57		29
54		30
51		31

"وقاية الطلبة من الأخطار والأمراض داخل المدرسة"

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(325) "

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(298) "":

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315		1
302		2
197		3
173		4
162		5
151		6

139		7
124		8
98		9
93		10
87		11
82		12
75		13
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.2001	: 41: 1 _____		-7
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.1979	:	1	_____	-17
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		1	_____	.1991
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:(1999) -6

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7-(<http://sea-forum.topgoo.net/montada-f49/topic-t2169.htm>).

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