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## **ABSTRACT**

This study aims at measuring teacher's perception regarding the leadership educational role of the school principals in public schools and Jerusalem municipal schools. And the population under study consisted of all teachers in schools in the city of Jerusalem under the control of the Directorate of education/Al-Quds Al-Sharif, as well as school teachers of the Israeli occupying authority, and includes what is known as the municipal schools, for the academic year 2010-2011, (3167) instructor and teachers, distributed along (72) schools, the study sample was selected based on the sample cluster (school), the total number of cases studied reached (280) teachers. The researcher used on research tool being the questionnaire to measure the perception of teachers regarding the leadership educational role of school principles, the questionnaire included 35 research questions distributed along three researched areas: motivation, clarity of vision, and teamwork. The questionnaire's sincerity and consistency was verified using appropriate statistical and educational methods.

The processed statistical data was analyzed using statistical software packages for Social Sciences (SPSS), the study results showed that estimates of teacher's perception of the role of schools principals as educational leaders scored high. The overall average of the study reached (4.09), on the Likert Quint and a standard deviation of (0.75). Results also indicated that the top practice areas of principles' role cycle as educational leader is in the field of clarity of vision with an average of (4.11), the least average was for the motivation area (4.07). The study also indicated differences among the research study sample perception results due to gender differences in favor of females. Results on the other hand showed no differences in the variables: The body supervising the school, educational levels, expertise and educational qualification.

In light of the results of the study the researcher recommended that headmasters and principles better practice their role as educational leaders through better motivation schemes to stimulate better team work and high spirits to have more efficient and effective teachers.





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**( Oluremi, 2008 )**

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**(Crum et al, 2008)**

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**(Ricarda et al, 2007)**

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**(Chen & Chung, 2007)**

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(Enueme and Egwunyenga, 2007 )

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(Piccolo & Colquitt, 2006)

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(Bridges, 2003)

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**(Lieblich, 1993)**





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( Pearson Correlation Coefficient )

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.000	.707(**)	
.000	.446(**)	
.000	.799(**)	
.000	.651(**)	
.000	.756(**)	
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.000	.762(**)	
.000	.776(**)	
.000	.781(**)	
.000	.807(**)	
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.000	.839(**)	" "
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.(0.05≥ $\alpha$  )

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(Cronbach Alpha )

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Alpha			
0.95	14		1
0.93	9		2
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<b>0.95</b>	<b>35</b>		

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مرتفعة	0.72	4.11		1	1
مرتفعة	0.81	4.10		2	2
مرتفعة	0.83	4.07		3	3
مرتفعة	0.75	4.09			

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	0.64	4.58		1	5
	0.72	4.43		2	1
	0.81	4.32		3	3
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	0.75	4.20		5	2
	0.87	4.20		6	11
	0.88	4.08		7	10
	0.86	4.08		8	13
	0.85	4.07		9	8
	0.90	4.01		10	14
	0.98	3.98		11	12
	0.93	3.93		12	9
	1.06	3.92		13	6
	1.08	3.64		14	7
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	0.80	4.35		1	5
	0.89	4.32		2	3
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	0.92	3.99		6	6
	0.93	3.97		7	9
	1.07	3.96		8	4
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	0.84	4.37		1	12
	0.93	4.22		2	7
	0.88	4.15		3	3
	0.92	4.09		4	8
	0.94	4.08		5	5
	0.91	4.08		6	9
	0.91	4.08		7	10
	0.93	4.01		8	11
	1.03	3.99		9	4
	1.02	3.98		10	2
	1.09	3.98		11	6
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t- test ( ) :5.4

0.001	278	-3.49	0.85	3.79	51		
			0.67	4.18	229		
0.001	278	-3.22	0.98	3.77	51		
			0.76	4.17	229		
0.002	278	-3.17	0.97	3.74	51		
			0.78	4.14	229		
<b>0.001</b>	<b>278</b>	<b>-3.44</b>	<b>0.90</b>	<b>3.77</b>	<b>51</b>		
			<b>0.70</b>	<b>4.16</b>	<b>229</b>		

0.05 (5.4)

(4.16)

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: 2. 2.4

( $\alpha \leq 0.05$ )

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0.317	278	-1.00	0.60	4.05	101		
			0.78	4.14	179	( )	
0.956	278	0.06	0.79	4.10	101		
			0.83	4.10	179	( )	
0.957	278	-0.05	0.81	4.06	101		
			0.85	4.07	179	( )	
0.750	278	-0.32	0.70	4.07	101		
			0.79	4.10	179	( )	

0.05 (6.4)

: 3.2.4

$(\alpha \leq 0.05)$

(7.4) ( )

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0.134	278	-1.50	0.78	4.05	158		
			0.63	4.18	122		
0.225	278	-1.22	0.86	4.05	158		
			0.75	4.16	122		
0.080	278	-1.76	0.90	3.99	158		
			0.73	4.16	122		
0.119	278	-1.56	0.81	4.03	158		
			0.67	4.17	122		

0.05 (7.4)

: 4.2.4

( $\alpha \leq 0.05$ )

(8.4)

(8.4)

مستوى الدلالة	قيمة ف	متوسط المربعات	درجة الحرية	مجموع المربعات	مصدر التباين	المجال
0.333	1.10	0.57	2	1.15	بين المجموعات	وضوح الرؤية
		0.52	277	143.93	داخل المجموعات	
			279	145.08	المجموع	
0.423	0.86	0.57	2	1.14	بين المجموعات	العمل بروح الفريق
		0.66	277	183.35	داخل المجموعات	
			279	184.49	المجموع	
0.165	1.81	1.25	2	2.49	بين المجموعات	التحفيز
		0.69	277	190.52	داخل المجموعات	
			279	193.01	المجموع	
0.273	1.30	0.74	2	1.48	بين المجموعات	الدرجة الكلية
		0.57	277	157.16	داخل المجموعات	
			279	158.64	المجموع	

0.05

(8.4)

$(\alpha \leq 0.05)$

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5.2.4

$(\alpha \leq 0.05)$

(9.4)



(9.4)

0.934	0.07	0.04	2	0.07		
		0.52	277	145.01		
			279	145.08		
0.860	0.15	0.10	2	0.20		
		0.67	277	184.29		
			279	184.49		
0.532	0.63	0.44	2	0.88		
		0.69	277	192.13		
			279	193.01		
0.807	0.21	0.12	2	0.24		
		0.57	277	158.39		
			279	158.64		

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(9.4)

( $\alpha \leq 0.05$ )





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$(\alpha \leq 0.05)$

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		10		
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(X)

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						<b>1</b>
						<b>2</b>
						<b>3</b>
						<b>4</b>
						<b>5</b>
						<b>6</b>
						<b>7</b>
						<b>8</b>
						<b>9</b>
						<b>10</b>
						<b>11</b>
						<b>12</b>
						<b>13</b>
						<b>14</b>
:						
					" "	<b>1</b>
						<b>2</b>
						<b>3</b>
						<b>4</b>
						<b>5</b>
						<b>6</b>

						<b>7</b>
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:						
						<b>1</b>
						<b>2</b>
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						<b>6</b>
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						<b>8</b>
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						<b>10</b>
						<b>11</b>
						<b>12</b>

(1)

:(4)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Al-Quds University  
Faculty of Educational Science  
Graduate Studies Programs



جامعة القدس  
كلية العلوم التربوية  
برامج الدراسات العليا

الرقم: ب د ع/12/370/10/4  
التاريخ: 2010/04/28

الأستاذ لارا مباركي المحترمة ،،،  
إدارة المعارف العربية- بلدية القدس ،،،

الموضوع: تسهيل مهمة

تحية طيبة وبعد،،

تقوم الطالبة روان اللبدي بدراسة تتعلق برسالة ماجستير بعنوان:

"تقديرات معلمي المدارس الحكومية ومدارس المعارف الإسرائيلية ومديريها في مدينة القدس

لمدى ممارسة مدير المدرسة لدوره قائدا تربويا"

وذلك من خلال توزيع استمارة لقياس مدى ممارسة المدير لدوره القيادي من وجهة نظر

المعلمين والمدراء أنفسهم ، حيث سيتم اختيار عينة من المدارس في داخل القدس وتوزيعها

لمعلمين ومدراء المدارس التي سوف يتم اختيارها وفقا لتحديد العينة .

لذا يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة والتعاون معها، لتطبيق الدراسة خلال

الفصل الثاني 2010/2009 م.

شاكرين لكم حسن تعاونكم ،،

د. محمود أبو سمرة

منسق برنامج الإدارة التربوية/ كلية العلوم التربوية

سحة: للفق

(2)

:(5)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

<p><b>Awqaf Departement</b> <b>Directorate of Education</b> <b>Jerusalem</b></p> <p>fax:-6270727</p>	 <p>مديرية التربية والتعليم القدس</p>	<p>دائرة الأوقاف العامة مديرية التربية والتعليم القدس</p> <p>ص.ب 19092 P.O.Box هاتف: 6270700</p>
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الرقم: ت ع/868/2/1671

التاريخ: 2010/5/2م

الموافق: 17 جمادي الأولى 1431 هـ

**مديري ومديرات المدارس المحترمين**

تحية وبعد،،،

**الموضوع: تسهيل مهمة الطالبة روان الندي**

يرجى تسهيل مهمة الطالبة المذكورة أعلاه في دراستها التي تتعلق برسالة ماجستير بعنوان تقديرات معلمي المدارس الحكومية ومدارس المعارف ومديريها في مدينة القدس لمدى ممارسة مدير المدرسة لدوره قائداً تربوياً بحيث لا يؤثر على سير وانتظام العملية التعليمية.

مع الاحترام،،،

مدير التربية والتعليم لمحافظة القدس



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:(6)

	0.64	4.58		1	5
	0.72	4.43		2	1
	0.81	4.32		3	3
	0.82	4.24		4	4
	0.75	4.20		5	2
	0.87	4.20		6	11
	0.88	4.08		7	10
	0.86	4.08		8	13
	0.85	4.07		9	8
	0.90	4.01		10	14
	0.98	3.98		11	12
	0.93	3.93		12	9
	1.06	3.92		13	6
	1.08	3.64		14	7
	<b>0.72</b>	<b>4.11</b>			



	0.80	4.35		1	5
	0.89	4.32		2	3
	0.87	4.25		3	7
	1.01	4.21	" "	4	1
	0.91	4.07		5	8
	0.92	3.99		6	6
	0.93	3.97		7	9
	1.07	3.96		8	4
	1.12	3.89		9	2
	0.81	4.10			

	0.84	4.37		1	12
	0.93	4.22		2	7
	0.88	4.15		3	3
	0.92	4.09		4	8
	0.94	4.08		5	5
	0.91	4.08		6	9
	0.91	4.08		7	10
	0.93	4.01		8	11
	1.03	3.99		9	4
	1.02	3.98		10	2
	1.09	3.98		11	6
	0.99	3.94		12	1
	<b>0.83</b>	<b>4.07</b>			

39		1.3
39		2.3
41		3.3
43		4.3
46		1.4
48		2.4
49		3.4
50		4.4
52	t- test ( )	5.4
52	( )	6.4
53	( )	7.4
54		8.4
55		9.4

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72		1
73		2
75		3
78	(1)	4
79	(2)	5
80		6

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..... ABSTRACT

1 .....	
2 .....	
2 .....	1.1
4 .....	2.1
4 .....	3.1
5 .....	4.1
5 .....	5.1
6 .....	6.1
6 .....	1.6.1
7 .....	2.6.1
8 .....	3.6.1
11 .....	4.6.1
11 .....	5.6.1
14 .....	6.6.1
16 .....	7.6.1
16 .....	1.7.6.1
18 .....	2.7.6.1
20 .....	3.7.6.1
23 .....	.7.1
24 .....	.8.1
25 .....	
26 .....	
26 .....	1.2

32.....	2.2
37.....	
38.....	
38.....	.1.3
38.....	.2.3
39.....	.3.3
39.....	.4.3
40.....	.5.3
42.....	.6.3
43.....	.7.3
43.....	.8.3
44.....	.9.3
45.....	
46.....	
46.....	1.4
51.....	.2.4
51..... :	1. 2.4
52..... :	2. 2.4
53..... :	3. 2.4
54..... :	4.2.4
55..... :	5.2.4
57.....	
58.....	
58.....	.1.5
59.....	2.5
59..... :	1.2.5
60..... :	.2.2.5
60..... :	.3 .2.5
61..... :	.4.2.5
62..... :	5.2.5

63 .....	3.5
71 .....	
81 .....	
82 .....	:
83 .....	: