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Status of the Use of 'Code of Conduct' and the Obstacles of its Application from the point of View of West Bank UNRWA School Principals and Counsellors

Prepared by: Fathi Sha'ban Mahmoud Sammour

Supervised by: Dr. Taysir Abu Sakour

Abstract

This study aimed at recognizing the Status of the use of ' Code of Conduct' at UNRWA schools, and the obstacles that hinder the active application of it, from the school Principals` and Counsellors` point of view. The survey of the descriptive approach has been used to fulfill the study. It has entirely included the population that formed the sample of study, consisted of all the UNRWA school Principals and Counsellors in the three West Bank Education Areas. The total number is (159) distributed as follows: (95) male and female Principals, and (64) male and female school Counsellors in the three areas supervised by UNRWA. The study was conducted during the first semester of scholastic year 2010/2011. A two-part questionnaire was built up, as the first one was addressing personal data related to the participants, while the other consisted of (69) items, fifty four (54) of them were about the status of the use of 'Code of Conduct'. It is notable to clarify that the fifty four items were divided into four fields: the evaluation of 'Code of Conduct' preparation, the role of school management in applying 'Code of Conduct', the role of parents in their local community in doing so, and finally the student behaviors resulted in the application of 'Code of Conduct'. The second part also consisted of (15) items about the obstacles that hindered the application of the school 'Code of Conduct'. The validity and reliability of the questionnaire have been examined through the proper educational and statistical methods. Results of the study showed that the status of the use of 'Code of Conduct' was generally high, with an arithmetic mean of (3.82) at all levels. The evaluation of 'Code of Conduct' preparation was the most distinctive of all, with an arithmetic mean of (4.21), as the role of parents in applying 'Code of Conduct' was the lowest, with an arithmetic mean of (3.37). The findings also showed that the role of the school management was high in applying 'Code of Conduct', with an arithmetic mean of (3.89). For the student behaviors resulted in the application of 'Code of Conduct', the results revealed that it was high, with an arithmetic mean of (3.62). The findings also revealed a low degree of the obstacles that hindered the application process of 'Code of Conduct' with an arithmetic mean of (2.66). Furthermore, the findings showed differences in the means of participants' responses to the status of the use of 'Code of Conduct' as well as the obstacles that hindered the application process in UNRWA schools attribute to all variables of the study. In the light of the findings, the researcher recommended the very great necessity of having 'Code of Conduct' for all governmental and non-governmental schools be executed, the matter that would lead to get students more cultured and educated of values and types of self-obligations and behaviors, far away from violence in addition to increasing concrete ties and relations between schools and local communities as well. Local communities and all the foundations and institutions should take part in all school different activities in attempt of getting all the concerned be able to confront the obstacles that hinder the application process of 'Code of Conduct' in schools.

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. (Beare and Slaughter, 1993)

(Howell, and Howell, 1979)

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.(2008)

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(Department of Education, UNRWA, 2008) (2008)

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(Chaubé,1995)

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.(Chaube,1995) (Byrne and Powell, 1976)

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(22)	(34)	(56)	

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(400) (200)

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(Wolfgang, and Kelsay, 1995)

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1994/1993

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(Boaduo, et al, 2009)

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(Penheiro,2006)

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(Hawley`s, 1986)

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(Micklo, 1993)

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(Hoover and Susan, 1992)

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(Lasely, et al, 1989)

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(Good, and Brophy, 1987)

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(Manning, 1988)

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CBM

(Evertson, and Emmer, 1982)

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(Penheiro,2006) :

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Morris,) (Lundeen,2002) (Mateja, 2004) (1991)

Evertson, and) (Lasely, et al, 1989) (1999

(Emmer, 1982

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		(Hoover and Susan, 1992)	
(2008)	:		.6
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		.(Micklo, 1993)	(1999)
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(Manning, 1988)	(1999)		.10
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% 27.7	44	%26.6	17	%28.4	27	
%33.3	53	%31.2	20	%34.7	33	
%39	62	%42.2	27	%36.9	35	
%100	159	%100	64	%100	95	

(2.3)

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:2.3

% 59.7	95	/	
% 40.3	64	/	
% 39.0	62		
% 61.0	97		
% 64.8	103		
% 35.2	56		
% 10.1	16	5	
% 35.8	57	10 - 5	
% 54.1	86	10	
% 27.7	44		
% 33.3	53		
% 39	62		
% 49.7	79		
% 25.8	41	/	
% 24.5	39		
% 6.3	10	200	
% 37.1	59	500 - 200	
% 56.6	90	500	

(3.3)

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			/		/	
%39	62	%34.3	22	42.1	40	
% 61	97	%65.7	42	57.9	55	
%100	159	%100	64	%100	95	

(%95.6)

(152)

(4.3)

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% 60.5	92		/
% 39.5	60		/
% 40.0	61		
% 60.0	91		
% 63.8	97		
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% 5.9	9		5
% 37.5	57		10 - 5
% 56.6	86		10
% 28.9	44		
% 30.3	46		
% 40.8	62		
% 52.0	79		
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Hoover and Susan (2007) Micklo (1993) (2008) (2003) : (2006) .(1992)

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(SPSS: Statistical Package for Social Sciences)

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	0.712	4.21	17		1
	0.795	3.89	11		2
	0.752	3.37	9		3
	0.70	3.62	17		4
	0.731	3.82	54		

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(1.4)

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	.565	4.66		7
	.595	4.63		6
	.670	4.38		8
	.680	4.34		12
	.617	4.33		11
	.667	4.32		3
	.681	4.30		15
	.660	4.30		14
	.673	4.28		1
	.842	4.26		13
	.669	4.10		16
	.705	4.08		2
	.690	4.01		17
	.603	3.99		5
	.976	3.97		10
	.743	3.93		4
	1.098	3.84		9
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" (7) (2.4)

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	.735	4.17		11
	.753	4.15		5
	.779	4.05		2
	.809	4.03		1
	.741	3.97		9
	.796	3.95		4
	.815	3.84		3
	.783	3.75		10
	.846	3.70		6
	.868	3.66		7
	.825	3.59		8
	0.795	3.89		

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(4.4)

:4.4

	.669	3.55		6
	.671	3.51		5
	.772	3.51		9
	.812	3.45		1
	.823	3.39		4
	.735	3.33		8
	.776	3.32		7
	.773	3.18		2
	.737	3.14		3
	0.752	3.37		

(4.4)

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	.627	3.87		9
	.820	3.85		11
	.636	3.74		8
	.620	3.70		15
	.696	3.68		16
	.640	3.66		3
	.974	3.63	()	17
	.640	3.62)	5
	.691	3.61		14
	.685	3.59		13
	.639	3.55		10
	.619	3.53		6
	.681	3.51		2
	.830	3.49		12
	.690	3.49		4
	.660	3.47		1
	.709	3.47		7
	0.70	3.62		

2.1.4

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0.47	4.18	61		
0.44	4.24	91		
0.57	3.89	61		
0.58	3.90	91		
0.63	3.36	61		
0.58	3.37	91		
0.47	3.57	61		
0.46	3.64	91		
0.44	3.79	61		
0.40	3.83	91		

(6.4)

(3.64 3.37 3.90 4.22) :

(3.57 3.36 3.89 4.18) :

(3.83)

(3.79)

3.1.4

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0.39	4.31	92		
0.50	4.06	60		
0.52	3.98	92		
0.63	3.75	60		
0.55	3.47	92		
0.64	3.22	60		
0.41	3.69	92		
0.51	3.48	60		
0.36	3.91	92		
0.42	3.82	60		

(7.4)

(3.69 3.47 3.98 4.31) :

.(3.91)

(3.48 3.22 3.75 4.06) :

.(3.82)

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.(8.4)

:8.4

“ ”

0.54	4.12	44		
0.42	4.16	46		
0.39	4.32	62		
0.63	3.80	44		
0.55	3.75	46		
0.52	4.06	62		
0.56	3.30	44		
0.64	3.33	46		
0.58	3.45	62		
0.44	3.60	44		
0.46	3.47	46		
0.46	3.72	62		
0.47	3.76	44		
0.34	3.72	46		
0.40	3.93	62		

(8.4)

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: 5.1.4
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0.44	4.14	97		
0.44	4.33	55		
0.57	3.80	97		
0.55	4.04	55		
0.54	3.30	97		
0.64	3.47	55		
0.42	3.54	97		
0.50	3.72	55		
0.39	3.75	97		
0.43	3.94	55		

(9.4)

() :
(3.75 3.94) :

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6.1.4

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.(10.4)

:10.4

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0.43	3.79	9	5	
0.48	4.07	57	10 5	
0.40	4.34	86	10	
0.39	3.59	9	5	
0.56	3.77	57	10 5	
0.58	4.00	86	10	
0.60	3.25	9	5	
0.63	3.28	57	10 5	
0.57	3.44	86	10	
0.30	3.50	9	5	
0.46	3.55	57	10 5	
0.48	3.66	86	10	
0.31	3.62	9	5	
0.42	3.71	57	10 5	
0.40	3.91	86	10	

(10.4)

" 10 "

10 5 " " 10 ") :

(3.62 3.71 3.91) :

(" 5 " "

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7.1.4

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(11.4)

:11.4

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0.48	4.20	79		
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اسم المدرسة



أحترم مدرستي، ونفسي، والآخرين

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حضرة السيد رئيس برنامج التعليم - وكالة الغوث المحترم ،،

الموضوع: تسهيل مهمة

تحية طيبة وبعد،،

يقوم الطالب: فتحي شعبان محمود سمور ورقمه الجامعي (٢٠٨١١٦٤٦)، بدراسة تتعلق برسالة ماجستير بعنوان

" واقع استخدام "مدونة السلوك" ومعوقات تطبيقها من وجهة نظر المديرين والمرشدين

المدرسين في مدارس وكالة الغوث في الضفة الغربية "

لذا يرجى من حضرتكم تسهيل مهمة الطالب المذكور أعلاه والتعاون معه، ولتطبيق الدراسة خلال الفصل الدراسي الأول ٢٠١٠/٢٠١١م.

شاكرين لكم حسن تعاونكم

والله الموفق

كلية العلوم التربوية
Faculty of Educational Sciences



د. محمد عابدين

منسق برنامج الإدارة التربوية / كلية العلوم التربوية

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62	4.3
64	5.3

64	6.3
65	7.3
65	8.3
()	
68	1.4
68	1.1.4
75	2.1.4
76	3.1.4
77	4.1.4
78	5.1.4
79	6.1.4
80	7.1.4
81	8.1.4
83	.....	9.1.4
84	.....	10.1.4
89	.....	2.4
()	
92	.....	1.5
93	.....	2.5
94	.....	3.5
95	.....	4.5
95	.....	5.5
96	.....	6.5
96	.....	7.5
97	8.5
98	9.5
99	10.5
104	11.5
105	

105	
110References –	
113	
113	(1.2)
122	(1.3)
123	(2.3)
" "	
124	(3.3)
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125	(4.3)
131	(5.3)
132	(6.3)
137	(7.3)
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