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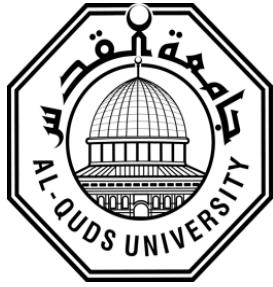
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The Role of Schools' Principals in Limiting School Drop-Out from the Perspectives of Teachers and Principals in Ramallah and Al-Bireh governorate, and the Reasons Behind this Phenomenon from the Point of View of Students who Drop-Out

Prepared by: Khoulood M. AL- hodali

Supervised by: Dr. Mohammad Shuibat

Abstract

This study aimed at exploring the role of schools' principals in limiting school drop-out from the point of view of teachers and principals in Ramallah and Al-Bireh governorate, and investigating the reasons behind this phenomenon from the point of view of students who drop-out. The population of the study consisted of two elements: First element consisted of all principals (193) and school teachers (3895) from government and UNRWA schools from Ramallah and Al-Bireh. The second element consisted of all students who dropped-out from governorate and UNRWA schools in Ramallah and Al Bireh. A stratified random sample of (97) principals as well as (391) school teachers of both sexes was chosen based on the variables of job title and school sex. A random sample of (35) students who dropped out of both sexes was also chosen. A descriptive approach was used in this study and questionnaires were used as study tools. The first tool consisted of (38) items distributed over 4 domains: the role of principals in regards to students, the role of principals in regards to teachers, the role of principals in regards to parents and the local community, and the role of principals in regards to school counselors. The second tool was an open question to students who dropped- out. The validity and reliability of the first tool were verified by appropriate statistical methods.

The study showed that the results of investigating the role of principals in limiting school drop-outs from the perspective of teachers and principals from Ramallah and Al-Bireh came high with average of (3.92). Regarding the domains of the tool: the role of principals in regards to parents and the local community came first with averages of (3.97). The role of principals in regards to teachers came second with average of (3.96). The role of principals in regards to school counselors came third with average of (3.95) while the role of principals in regards to students came forth with average of (3.83). On

the other hand, the main reasons for school drop-outs from the point of view of students were mainly due to economic, social and pedagogical reasons.

The results of the study have also shown significant statistical differences regarding job titles in favor of principals. There were also no statistical differences regarding the variables of academic qualifications, school sex, school location and school level. In light of the results of the study, the researcher recommended the following:

Paying more attention to students who drop-out and conducting more research regarding this mater.

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	(%3)	(1994/1995)	(1987/1988)
	.(%4.99)	(1994/1995)	(1988/1989)
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			(2.38%

: (1995)

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%5.87 (1995/1996) -

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%6.7) -

.(%5.1 %3.71) (%6.15

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(1994)

.() ()

(298) %58.7 (175)

(0.05)

:(O'Connell,2012)

:()

:(Nyaga, 2010)

(428)

78 : (89) %20 .(5 5)
19

:(Mcgarr,2010)

%14

:(Collins,2009)

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269290

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(350)

:(Mareno,et al,2004)

(73) (240) (313)

:(Kalyus, 2001)

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: (Renzulli & Park 2000)

(88)

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(Temple, et al 2000)

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:(Bong&Beom JU,2000)

(2600)

(1600)

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Drop out

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Disengagement

Push out

: (Bull et al 1991)

AM.)

(Coucil on Rural Special -ED

: (Fernandez & Velez,1989)

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(Temple,et,al,2000)

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2000)			
			.(2014
		:	4.3
	% 50	(97)	
		%10	(391)
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		(35)	
		(35)	
		:	5.3
			(1.3)
%16.4		%80.5	%19.5
		%9	%74.7
	%29	%35.9	%35.1
	%9.5	%42.7	%47.8
(10-5)	%70.2	(4-1)	%29.8
			:

:(1.3)

19.5	74	/	
80.5	305	/	
16.4	62		
74.7	283		
9.0	34		
35.1	133		
35.9	136		
29.0	110		
47.8	181		
42.7	162		
9.5	36		
29.8	113	(4-1)	
70.2	266	(10-5)	

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(Pearson Correlation)

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الرقم	قيمة R	الدالة الإحصائية	الرقم	قيمة R	الدالة الإحصائية	الرقم	قيمة R	الدالة الإحصائية
1	.649**0	0.000	14	.672**0	0.000	27	.665**0	0.000
2	.628**0	0.000	15	.709**0	0.000	28	.554**0	0.000
3	.667**0	0.000	16	.530**0	0.000	29	.690**0	0.000
4	.682**0	0.000	17	.725**0	0.000	30	.676**0	0.000
5	.737**0	0.000	18	.725**0	0.000	31	.718**0	0.000
6	.740**0	0.000	19	.764**0	0.000	32	.729**0	0.000
7	.712**0	0.000	20	.740**0	0.000	33	.702**0	0.000
8	.602**0	0.000	21	.710**0	0.000	34	.708**0	0.000
9	.678**0	0.000	22	.741**0	0.000	35	.689**0	0.000
10	.675**0	0.000	23	.718**0	0.000	36	.687**0	0.000
11	.608**0	0.000	24	.711**0	0.000	37	.732**0	0.000
12	.646**0	0.000	25	.707**0	0.000	38	.748**0	0.000
13	.731**0	0.000	26	.774**0	0.000			

: 7.3

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35

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(0.968) "

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0.921	12	
0.899	8	
0.913	9	
0.948	9	
0.968	38	

: **9.3**

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.SPSS

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: **10.3**

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.(10-5) (4-1) -5

: **2.10.3**

: **11.3**

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(t-test)()

(One Way ANOVA)

(SPSS)

(Cronbach Alpha)

.(Statistical Package For Social Sciences)

: 1.4

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(2.33)	
(3.67-2.34)	
(3.68)	

: 2.4

: 1.2.4

:(-1.4)

	0.83	4.24		20
	0.79	4.22		10
	0.86	4.22		21
	0.89	4.19		30
	0.86	4.18		18
	0.79	4.17		1
	0.87	4.17		17
	0.88	4.17		19
	0.92	4.16		31
	0.87	4.15		23
	0.88	4.08		12

:(-1.4)

	0.89	4.05		2
	0.91	4.05		22
	0.89	4.04		26
	0.90	4.04		27
	0.96	4.04		33
	1.01	4.02		32
	0.90	4.00		24
	0.84	3.99		9
	0.98	3.92		36
	0.99	3.90		13
	1.01	3.90		16
	1.00	3.88		38
	0.90	3.87		25
	0.99	3.86		37
	0.95	3.78		7

:(-1.4)

	1.01	3.78		35
	0.94	3.77		5
	0.96	3.77		29
	1.07	3.75		6
	1.04	3.73		34
	0.94	3.67		3
	0.98	3.64		4
	1.05	3.63		14
	1.08	3.63		28
	1.01	3.50		8
	1.17	3.45		11
	1.07	3.45		15
	0.65	3.92		

(3.92)

.(0.65)

(31) :(1.4) (1.4)

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(7)

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(4.24)

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.(4.22)

(3.45)

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.(3.50)

.(2.4)

:(2.4)

	0.69	3.84		1
	0.72	3.96		2
	0.71	3.97		3
	0.82	3.95		4
	0.65	3.92		

(3.92)

.(0.64)

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2.2.4

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1.2.2.4

($0.05 \geq \alpha$)

"

.()

" "

(3.4)

" " :(3.4)

	"					
0.008	2.672	0.58	4.03	74	/	
		0.71	3.79	305	/	
0.046	2.013	0.69	4.10	74	/	
		0.73	3.92	305	/	
0.109	1.607	0.52	4.09	74	/	
		0.74	3.94	305	/	
0.167	1.383	0.66	4.07	74	/	
		0.86	3.92	305	/	
0.009	2.665	0.49	4.07	74	/	
		0.67	3.88	305	/	

(0.009) (2.665) " "

2.2.2.4

(0.05 ≥ α) "

."()

(4.4)

:(4.4)

.700	3.76	62		
.700	3.85	283		
.610	3.81	34		
.690	3.93	62		
.710	3.98	283		
.880	3.76	34		
.690	3.95	62		
.710	4.00	283		
.730	3.77	34		
.820	3.92	62		
.840	3.96	283		
.730	3.89	34		
.660	3.88	62		
.640	3.94	283		
.610	3.81	34		

(4.4)

one way)

:

(ANOVA

:(5.4)

	" "					
.6410	.4450	.2150	2	.4310		
		.4840	376	182.013		
			378	182.444		
.2530	1.379	.7290	2	1.459		
		.5290	376	198.818		
			378	200.277		
.2100	1.569	.7910	2	1.583		
		.5040	376	189.573		
			378	191.155		
.8740	.1340	.0920	2	.1850		
		.6880	376	258.786		
			378	258.970		
.4900	.7150	.2980	2	.5970		
		.4170	376	156.915		
			378	157.512		

(0.490)

(0.715)

(0.05 ≥ α)

:

$$(0.05 \geq \alpha)$$

.()

$$(6.4)$$

:(6.4)

.580	3.83	133		
.790	3.80	136		
.680	3.87	110		
.580	3.94	133		
.800	3.92	136		
.780	4.01	110		
.560	3.98	133		
.820	3.97	136		
.720	3.96	110		
.750	3.85	133		
.950	3.96	136		
.730	4.05	110		
.480	3.90	133		
.770	3.90	136		
.630	3.96	110		

(6.4)

one way)

:

(ANOVA

:(7.4)

	" "					
.7370	.3060	.1480	2	.2960		
		.4840	376	182.148		
			378	182.444		
.6170	.4840	.2570	2	.5150		
		.5310	376	199.762		
			378	200.277		
.9630	.0380	.0190	2	.0390		
		.5080	376	191.117		
			378	191.155		
.1860	1.692	1.155	2	2.310		
		.6830	376	256.661		
			378	258.970		
.6850	.3780	.1580	2	.3160		
		.4180	376	157.196		
			378	157.512		

(0.685)

(0.378)

$(0.05 \geq \alpha)$

:

$(0.05 \geq \alpha)$

.()

:(8.4)

.590	3.88	181		
.780	3.80	162		
.730	3.75	36		
.690	3.98	181		
.760	3.93	162		
.730	3.91	36		
.640	3.98	181		
.790	4.00	162		
.650	3.82	36		
.720	4.07	181		
.910	3.78	162		
.730	4.12	36		
.550	3.97	181		
.730	3.87	162		
.640	3.89	36		

(8.4)

: (one way ANOVA)

:(9.4)

	" "					
.4250	.8570	.4140	2	.8280		
		.4830	376	181.616		
			378	182.444		
.7730	.2570	.1370	2	.2740		
		.5320	376	200.003		
			378	200.277		
.4010	.9170	.4640	2	.9270		
		.5060	376	190.228		
			378	191.155		
.0030	6.053	4.039	2	8.077		
		.6670	376	250.893		
			378	258.970		
.3520	1.046	.4360	2	.8710		
		.4170	376	156.640		
			378	157.512		

(0.352)

(1.046)

(0.05 ≥ α)

(LSD) :(10.4)

.0010	.28535*0		
.7360	.05039-0-		
.0010	.28535- *0-		
.0260	.33573- *0-		
.7360	.050390		
.0260	.33573*0		

: 5.2.2.4

$(0.05 \geq \alpha)$

.(10-5) (4-1)

" "

" " :(11.4)

	"t"					
0.690	0.399	.650	3.86	113	(4-1)	
		.710	3.83	266	(10-5)	
0.307	1.023	.740	4.01	113	(4-1)	
		.720	3.93	266	(10-5)	
0.790	0.267	.620	3.98	113	(4-1)	
		.740	3.96	266	(10-5)	
0.292	1.055	.670	4.02	113	(4-1)	
		.880	3.92	266	(10-5)	
0.443	0.768	.570	3.96	113	(4-1)	
		.670	3.90	266	(10-5)	

(0.443) (0.768) " "

: 3.2.4

:

(12.4)

40%	14		
%9	3		
%49	17		
14%	5		
%3	1	()	
%17	6	()	
%34	12		
11%	4		
%6	2	()	
%17	6		
%100	35		

(12.4)

%40 (14) ()
 (6) ()
 . % 17

" "

.% 3

: 1.5

"

"

2.5

:

1.25

(3.92)

.(0.65)

.
.(2009)

.

:

1.1.2.5

(3.84)

:

2.1.2.5

(3.96)

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.(1997) .

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3.1.2.5

.(3.97)

(2004)

(2003)

:

4.1.2.5

(3.95)

(2011)

: 2.2.5

)

(

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1.2.2.5

($0.05 \geq \alpha$)

"

:"()

. (2001)

2.2.2.5

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$(0.05 \geq \alpha)$

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$(0.05 \geq \alpha)$

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(

(2006). (2009)

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$(0.05 \geq \alpha)$

.()

$(0.05 \geq \alpha)$

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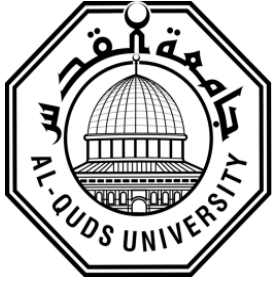
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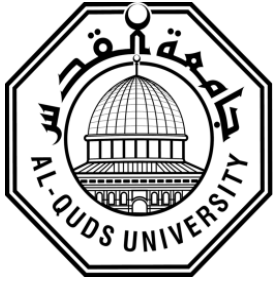
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جامعة القدس
كلية العلوم التربوية
برامج الدراسات العليا

التاريخ: 2014/2/3
الرقم : ك ع ت / 14/02/174

حضرة السيد مدير التربية والتعليم المحترم ،،
رام الله ،،

الموضوع: تسهيل مهمة

تحية طيبة وبعد ،،
تقوم الطالبة خلود محمود محمد الهودلي ورقمها الجامعي (21111664) بدراسة عنوانها:
" أسباب التسرب من وجهة نظر الطلبة المتسربين ومدى قيام المديرين بالحد منه من وجهة نظر معلمي
المدارس ومديريها في محافظة رام الله والبيرة "

لذا يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة أعلاه والتعاون معها على تطبيق الدراسة خلال الفصل
الثاني الحالي 2014/2013 .

مع الاحترام،،

أ.د. محمد عابدين
منسق برنامج الإدارة التربوية
Faculty of Educational Sciences



دولة فلسطين

State of Palestine

Ministry of Education & Higher Education

Directorate of Education Ramallah & AL-Bireh



دولة فلسطين

وزارة التربية والتعليم العالي

مديرية التربية والتعليم / رام الله والبيرة

الرقم: 2788/1/3

التاريخ: 2014/ 2 / 4م

الموافق: 4 /ربيع الاخر /1435هـ

السادة مديري ومديرات المدارس الحكومية الأساسية محافظة رام الله والبيرة المحترمين
تحية طيبة وبعد،،

الموضوع: تسهيل مهمة

لا مانع من قيام الطالبة "خلود محمود محمد الهودلي" من إجراء دراستها الميدانية بعنوان "اسباب التسرب من وجهة نظر الطلبة المتسربين ومدى قيام المديرين بالحد منه من وجهة نظر معلمي المدارس ومديريها في محافظة رام الله والبيرة" وتعبئة الاستبانة الخاصة من قبل مديري ومديرات المدارس والمعلمين والمعلمات في مدارسكم على أن لا يؤثر ذلك على سير العملية التعليمية .
(الرجاء تسهيل المهمة)

مع الاحترام،،

أ.أيوب عليان

مدير التربية والتعليم



نسخة / النائب الفني المحترم

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جامعة القدس
كلية العلوم التربوية
برامج الدراسات العليا

التاريخ: 2014/2/3

الرقم: ك ع ت / 14/02/174

حضرة السيد مدير التربية والتعليم المحترم / وكالة الغوث ،
رام الله ،

الموضوع: تسهيل مهمة

تحية طيبة وبعد ،،

تقوم الطالبة خلود محمود محمد الهودلي ورقمها الجامعي (21111664) بدراسة عنوانها:
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المدارس ومديريها في محافظة رام الله والبيرة "

لذا يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة أعلاه والتعاون معها على تطبيق الدراسة خلال الفصل
الثاني الحالي 2014/2013 .

مع الاحترام،،

أ.د. محمد عابدين

منسق برنامج الإدارة التربوية

كلية العلوم التربوية
Faculty of Educational Sciences



بسم الله الرحمن الرحيم

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كلية العلوم التربوية
برامج الدراسات العليا

التاريخ: 2014/2/3

الرقم: ك ع ت / 14/02/174

حضرة السيد مدير التربية والتعليم المحترم / وكالة الغوث ،،

رام الله ،،

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الموضوع: تسهيل مهمة

تحية طيبة وبعد ،،

تقوم الطالبة خلود محمود محمد الهودلي ورقمها الجامعي (21111664) بدراسة عنوانها:
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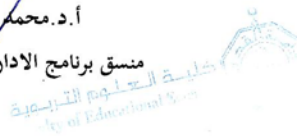
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الثاني الحالي 2014/2013 .

مع الاحترام،،



أ.د. محمد عابدين

منسق برنامج الإدارة التربوية



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