



المركزية واللامركزية في الإدارة التربوية في فلسطين من وجهة نظر  
مديري ومديرات المدارس الحكومية في محافظات  
شمال الضفة الفلسطينية

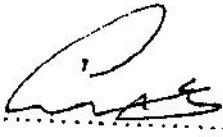
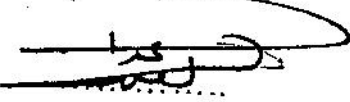
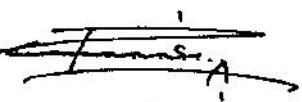

إعداد

رشيد خالد راشد منصور

نوقشت هذه الأطروحة بتاريخ 2004/06/01 م وأجيزت.

أعضاء لجنة المناقشة

التوقيع

1 - الدكتور عبد محمد عساف/ مشرفاً ورئيساً

2 - الدكتور يوسف عواد/ ممتحناً خارجياً

3 - الدكتور غسان الحلوة/ ممتحناً داخلياً

4 - الدكتور علي بركات/ ممتحناً داخلياً

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143	(References)
146	
b	(Abstract)



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84		<b>4</b>
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101		<b>14</b>
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104		<b>16</b>

106	( <sup>2</sup> )	<b>17</b>
107	( )	<b>18</b>
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109	( <sup>2</sup> )	<b>20</b>
110	( )	<b>21</b>
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112	( )	<b>23</b>
113	( <sup>2</sup> )	<b>24</b>
113	( )	<b>25</b>
114	( <sup>2</sup> )	<b>26</b>
115	( )	<b>27</b>

147	( )	<b>1</b>
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(153) (277) :

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(Chai Square)

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.(1998 )

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(John Walton)

(Willis Hawley)

(Hanson,1998)

.(Hawkins, 2000 )

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- 2004/1/17      2004 / 2003      :      -3  
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:Educational Administration -

.(1996 )

**:Educational Management -**

.(1979 ) :

**:School Management -**

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**:(Delegation of Authority) -**

**.(1996 O E C D )**

**:(Responsibility) -**

**Slocum, 1992)**

**.(2001**

**:(Authority) -**

**.(2001**

**Slocum , 1992)**

**:(Accountability) -**

**.(1996 Appleby, 1984)**

**:(Power) -**

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**.(1996 Robbins) "**

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**.(1998**

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(C. Bernard)

(O. Sheldon)

(M. Weber)

(H. Fayol)

(F. Taylor)

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(1917-1856) (F. Taylor) : .1

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.(1996 )

**(Theory of Administrative Principles)**

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(H. Fayol)

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**Blum & Scott, 1970)**

.(1999

**(Bureaucracy Theory)**

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**(M.Weber)**

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.(1989 )

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:(2001 )

**(Human Relations Movement) : .1**

(Elton Mayo)

1932 1927

.(1998 )

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**:(Organized Development) -2**

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( ) : (McGregor X, Y Theory) ( ) -1

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(X) .(Y) (X)

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:(Maslaw Needs Theory)

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:(Administrative Grid Theory)

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1969 (Blake & Mouton)

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.(2001 )

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(Systems Theory) :

(Contingency or Situational

(Z Theory) " "

Theory)

.(1998 )

(Bertalanffy)

:(Systems Theory) -1

(Boulding)

1950

(Buckely)

.(1998 )

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:(Contingency or Situational Theory)

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(Fiedler)

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**:( Management By Objectives)**

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" " (Peter Drucker) 1954

1965 (George Odiorne)

(John Humble)

( ) Improving Business Results "

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**:Theory Z Model " " -4**

(William Ouchi)

(Kuhn & Beam, 1982)

(Outchi, 1981) .

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**:Educational Administration as a Social Forces**

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(Parsons, 1951)

(Getzels & Guba, 1957)

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**(Getzels 1968)**

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(Parsons,1958)

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**:Decision Making Process - 2**

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1964)

(H. Simon) "

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:(Management By Objective) -4

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School-Based Management	-1
Leadership Circles	-2
Accountability	-3
Collective Leadership	-4
Collective Decision Making	-5
Participation	-6

(McGinn & Welsh , 1999)

(deconcentration)

(devolution)

(School-Based Management)

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**.(McGinn & Welsh, 1999)**

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### **Delegation of Authority**

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### **School -Based Management**

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( McGinn & Welsh ,1999)

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**.(1996 Tang)**

**.(Hawkins, 2000)**

**.(Muta, 2000)**

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Arthur Jefferson

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) (Wohlstetter, et.al, 1997)

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) (Schmidt & Prawat, 1999) -7

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(**Ainley & Mckenzie, 2000**)

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( ) (Muta, 2000) -10

) (Dworkin, 2001) -11

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(Stinnette,1993) (Muta,2000) (1995 )

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(Mezel,1989) (Hanson, 2000) (McGrif, 1993) (Wohlsteter,et.al.,1997)

(1991 ) (Ainley&McKenzie,2000)

(1991 ) (1985 ) (1982 ) :

(Caldwell & Haywood,1998) (Salameh,1987) (1997 )

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(2002 ) (1997 ) (1996 ) (1986 )

(McGriff,1993) :

(Hanson,2000) :

(Wohlsteter,et.al.,1997)

(Salameh,1987) (Muta,2000) (Caldwell & Haywood,1998)

(Ainley&McKenzie,2000) (Shmidt & Prawat,1999)

(1995 ) (1991 ) (1982 ) :

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(Salameh,1987) (1991 )

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300

(%49.5)

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(Caldwell (Wohlsteter, et.al., 1997) (McGriff, 1993) (Salameh,1987)

(Ainley&McKenzie,2000) (1999 ) & Haywood, 1998)

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(Shmidt & Prawat,1999) (1983

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31.8	193		1
16.7	101		2
16.2	98		3
16.3	99		4
10.4	63		5
8.6	52		6
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(300)

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"X"

%92.3 (277)

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%45.8

(7) (6) (5) (4) (3)

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%		
27.8	77	
67.9	188	( )
4.3	12	
100	277	

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%		
38.6	107	
61.4	170	
100	277	

(61.4)

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%		
63.9	177	(10 - 1)
13.0	36	(20 -10)
23.1	64	(20)
100	277	

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1994

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%		
55.2	153	
44.8	124	
100	277	

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(6) : -5

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53.4	148	
46.6	129	
100	277	

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28.5	79	
18.1	50	
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17.3	48	
10.8	30	
9.4	26	
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0.76		4
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(Chi Square) " $\chi^2$ " -3

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(Z Test) " " -4





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(%79.9 - %70)

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(%69.9 - %60)

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(%59.9 - %50)

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<b><u>92.4</u></b>	256	2.9	8	4.7	13		1
<b><u>86.3</u></b>	239	8.3	23	5.4	15		2
<b><u>71.8</u></b>	199	19.1	53	9.0	25		3
<b><u>67.9</u></b>	188	20.2	56	11.9	33		4
<b><u>78.3</u></b>	217	18.4	51	3.2	9		5
<b><u>80.9</u></b>	224	12.6	35	6.5	18		6
20.6	57	20.9	58	<b><u>58.2</u></b>	162		7
<b><u>69.0</u></b>	191	18.4	51	12.6	36		8
24.9	69	24.2	67	<b><u>50.9</u></b>	141	( )	9
<b><u>65.8</u></b>	1640	16.1	402	18.1	451		

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3.6	10	30.7	85	<u>65.7</u>	182		1
27.4	76	33.6	93	<u>39.0</u>	108		2
2.2	6	<u>62.1</u>	172	35.7	99		3
22.0	61	<u>63.9</u>	177	14.1	39		4
5.1	14	12.3	34	<u>82.7</u>	229		5
2.9	8	13.4	37	<u>83.8</u>	232		6
2.2	6	5.8	16	<u>92.1</u>	255	( )	7
<u>77.6</u>	215	17.3	48	5.1	14	( )	8

<u>44.4</u>	123	31.0	86	24.5	68	( )	9
18.4	51	23.5	65	<u>58.1</u>	161		10
15.9	44	12.6	35	<u>71.5</u>	198		11
2.9	8	25.3	70	<u>71.8</u>	199		12
18.7	622	27.7	918	<u>53.7</u>	1784		

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(53.7)

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24.5	68	<u>67.1</u>	186	8.3	23		1
3.2	9	<u>87.4</u>	242	9.4	26		2
43.7	121	<u>50.2</u>	139	6.1	17		3
<u>51.3</u>	142	35.7	99	13.0	36	( )	4
0.7	2	24.2	67	<u>75.1</u>	208		5
4.7	13	<u>67.9</u>	188	27.4	76		6
5.1	14	<u>66.4</u>	184	28.5	79	( )	7
7.6	21	<u>66.4</u>	184	26.0	72	(	8
2.5	7	<u>75.1</u>	208	22.4	62		9
25.3	70	23.1	64	<u>51.6</u>	143	( )	10
2.2	6	10.1	28	<u>87.7</u>	243		11
13.0	36	<u>63.5</u>	176	23.5	65		12
<u>72.2</u>	200	22.0	61	5.8	16		13
19.7	709	<u>50.7</u>	1826	29.6	1066		

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(87.7 - 87.4)

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(75.1 - 72.2)

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1.1	3	<b><u>82.3</u></b>	228	16.6	46		1
<b><u>48.0</u></b>	133	45.8	127	6.1	17		2
24.9	69	<b><u>53.8</u></b>	149	21.3	59		3
7.2	20	12.6	35	<b><u>80.1</u></b>	222		4
7.6	21	<b><u>62.5</u></b>	173	30.0	83		5
20.9	58	22.0	61	<b><u>57.0</u></b>	158		6
17.0	47	35.4	98	<b><u>47.7</u></b>	132		7
0.7	2	7.2	20	<b><u>92.1</u></b>	255		8
1.1	3	<b><u>54.5</u></b>	151	44.4	123		9
0.7	2	26.0	72	<b><u>73.3</u></b>	203		10
24.2	67	<b><u>57.4</u></b>	159	18.4	51		11
13.9	425	41.8	1273	<b><u>44.3</u></b>	1349		

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	(1)		(92.1-80.1)
	(10)		(8 4)
(5)			(73.3)
		(62.5)	
	(57.4-53.8)		(11 9 6 3)
(7 2)		(6)	(11 9 3)
(2)		(48.0 47.7)	
			(7)
			(44,3)



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7.9	22	45.1	125	<u>46.9</u>	130		1
14.1	39	<u>48.4</u>	134	37.5	104		2
1.1	3	26.4	73	<u>72.6</u>	201		3
1.8	5	23.8	66	<u>74.4</u>	206		4
1.1	3	10.1	28	<u>88.8</u>	246		5
2.2	6	40.1	111	<u>57.8</u>	160		6
5.4	15	<u>59.6</u>	165	35.0	97		7
20.2	56	<u>50.5</u>	140	29.3	81		8
13.7	38	<u>43.3</u>	120	43.0	119		9
7.5	187	38.6	962	<u>53.9</u>	1344		

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0.7	2	2.5	7	<u>96.8</u>	268		1
9.0	25	31.8	88	<u>59.2</u>	164		2
0.4	1	5.8	16	<u>93.9</u>	260		3
0.4	1	5.4	15	<u>94.2</u>	261		4
0.7	2	6.9	19	<u>92.4</u>	256		5
0.4	1	5.4	15	<u>94.2</u>	261		6
2.5	7	<u>84.5</u>	234	13.0	36		7
2.0	39	20.3	394	<u>77.7</u>	1506		

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<b><u>65.8</u></b>	1640	16.1	402	18.1	451		1
18.7	622	27.7	918	<b><u>53.7</u></b>	1784		2
19.7	709	<b><u>50.7</u></b>	1826	29.6	1066		3
13.9	425	41.8	1273	<b><u>44.3</u></b>	1349		4
7.5	187	38.6	962	<b><u>53.9</u></b>	1344		5
2.0	39	20.3	394	<b><u>77.7</u></b>	1506		6
21.4	3622	34.2	5775	<b><u>44.4</u></b>	7500		

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9.04	4697	3.96	1070	0.67	1638	4.41	1989	
4.83	11468	0.99	2409	1.16	3852	2.68	5207	
7.43	732	1.23	143	4.85	285	1.35	304	
<b>*21.3</b>	16897	6.18	3622	6.68	5775	8.44	7500	

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30.8	29.8	27.6		%
69.3	70.2	72.4		%
<b>*13.57</b>	<b>*14.38</b>	<b>*16.32</b>	( )	
88.2	85.2	86.7		%
11.8	14.8	13.3		%
<b>*22.34</b>	<b>*18.70</b>	<b>*20.39</b>	( )	
94.4	93.1	94.5		%
5.6	6.9	5.5		%
<b>*54.62</b>	<b>*48.10</b>	<b>*55.21</b>	( )	

1.96 (0.05= $\alpha$ ) ( ) \*

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2		2		2		2		
1.81	6527	0.38	1376	0.43	2200	1.00	2951	
1.14	10370	0.24	2246	0.27	3575	0.63	4549	
<b>2.95</b>	16897	0.62	3622	0.70	5775	1.63	7500	

$(2)$

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2		2		2		2		
4.14	10797	3.23	2228	0.24	3720	0.67	4849	<b>10</b> <b>-1</b>
4.84	2196	3.80	513	0.36	734	0.68	949	<b>20</b> <b>-10</b>
3.01	3904	2.33	881	0.13	1321	0.55	1702	<b>20</b>
<b>*11.99</b>	16897	8.36	3622	0.73	5775	1.90	7500	

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81.3	83.5	83.6	10	-1
18.7	16.5	16.4	20	-10
<b>*23.43</b>	<b>*26.34</b>	<b>*26.49</b>	()	
71.7	73.8	74.0	10	-1
28.3	26.2	26.0	20	
<b>*14.96</b>	<b>*16.81</b>	<b>*16.99</b>	()	
36.8	35.7	35.8	20	-10
63.2	64.3	64.2	20	
<b>*5.47</b>	<b>*5.97</b>	<b>*5.92</b>	()	

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2		2		2		2		
17.22	9333	13.51	2165	1.36	3124	2.35	4044	
21.24	7564	16.67	1475	1.67	2651	2.90	3456	
* <b>38.46</b>	16879	30.18	3622	3.03	5775	5.25	7500	

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59.8	54.1	53.9		%
40.2	45.9	46.1		
<b>*6.65</b>	<b>*2.74</b>	<b>*2.60</b>	( )	

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2		2		2		2		
4.78	9028	1.81	1876	2.71	3177	0.26	3975	
5.49	7869	2.08	1746	3.11	2598	0.30	3525	
<b>*10.27</b>	16897	3.89	3622	5.82	5775	0.56	7500	

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51.8	55.0	53.0		%
48.2	45.0	47.0		
<b>1.33</b>	<b>*3.35</b>	<b>*2.00</b>	( )	

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2		2		2		2		
3.33	4819	0.56	1057	0.92	1686	1.85	2076	
4.96	3050	1.45	623	0.83	1013	2.68	1414	
2.17	2684	0.97	599	1.14	885	0.06	1200	
21.76	2928	8.18	556	12.37	1112	1.21	1260	
1.13	1830	0.08	398	0.44	642	0.61	790	
31.89	1586	7.07	389	20.36	437	4.46	760	
* <b>65.24</b>	16897	18.31	3622	36.06	5775	10.87	7500	

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62.9	62.5	59.5		%
37.1	37.5	40.5		
<b>*6.07</b>	<b>*5.87</b>	<b>*4.40</b>	( )	
63.8	65.6	63.4		%
36.2	34.4	36.6		
<b>*6.37</b>	<b>*7.28</b>	<b>*6.17</b>	( )	
65.5	60.3	62.2		%
34.5	39.7	37.8		
<b>*7.35</b>	<b>*3.88</b>	<b>*5.67</b>	( )	
72.7	72.4	72.4		%
27.3	27.6	27.6		
<b>*10.46</b>	<b>*10.46</b>	<b>*10.46</b>	( )	
73.1	79.4	73.2		%
26.9	20.6	26.8		
<b>*10.73</b>	<b>*14.90</b>	<b>*10.74</b>	( )	



51.0	53.4	54.1		
49.0	46.4	45.9		%
<b>1.36</b>	<b>1.36</b>	<b>1.56</b>	( )	
52.8	47.7	52.9		
47.2	52.3	47.1		%
<b>1.11</b>	<b>0.91</b>	<b>1.15</b>	( )	
61.0	61.2	64.2		
39.0	38.8	35.8		%
<b>*4.03</b>	<b>*4.11</b>	<b>*5.30</b>	( )	
61.6	69.9	65.0		
38.4	30.1	35.0		%
<b>*4.16</b>	<b>*7.56</b>	<b>*5.48</b>	( )	
51.9	88.8	48.8		
48.1	51.2	51.2		%
<b>0.73</b>	<b>*23.60</b>	<b>0.46</b>	( )	
60.1	58.0	60.3		
39.9	42.0	39.7		%
<b>*3.55</b>	<b>*2.79</b>	<b>*3.62</b>	( )	
60.6	66.9	61.2		
39.4	33.1	38.8		%
<b>*3.63</b>	<b>*6.01</b>	<b>*3.85</b>	( )	
58.3	63.4	61.5		
41.7	36.6	38.5		%
<b>*2.97</b>	<b>*4.91</b>	<b>*4.18</b>	( )	
58.8	71.8	62.4		
41.2	28.2	37.6		%
<b>*3.08</b>	<b>*8.33</b>	<b>*4.40</b>	( )	
50.6	59.5	51.0		
49.4	40.5	49.0		%
<b>0.18</b>	<b>*2.90</b>	<b>0.30</b>	( )	

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**An-Najah National University**  
**Faculty of Graduate Studies**

**Centralization and Decentralization of the Educational  
Administration in Palestine from the Principals of  
the Governmental Schools in the Northern  
Palestinian Governorates Point of View.**

**Prepared by**

**Rasheed Khaled Rashed Mansour**

**Supervised by**

**Dr. Abed Mohammad Assaf**

Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Educational Administration, Faculty of Graduate Studies, at An-Najah National University, Nablus, Palestine.

**2004**

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**Abstract**

This study aimed at knowing the perspective of the of governmental schools' principals in the Northern Palestinian Governorate about the centralization and decentralization patterns in the educational administration in Palestine, and also to determine the effects the independent variables: scientific qualification, educational qualification, years of administrative experience, gender, the school's stage, and the directorate; these variables were constructed as null hypothesis.

The researcher developed a questionnaire, consisted of (61) items, depending on the educational literature and previous studies. The questionnaire represents six educational administrative fields: curriculum, teaching methods, personnel affairs, pupils affairs, school buildings, and financial affairs. After proving the reliability and validity of the questionnaire, the researcher distributed it on a sample of (300) principals of governmental schools in the directorates of Nablus, Jenin, Qabatya, Tulkerm, Qalqilia and Salfet; the valid questionnaires, that were attained, were (153) for male and (124) for female principals.

The most important results that emerged of the study include:

- 1- The tendency of the principals is toward the decentralization pattern. The school level obtained the highest percentage (44.4%) of a response for the total grade of the fields of the study, the directorate level is the next with a response of (34.2%), and both levels represent the field of the educational administration. That is the pattern of decentralization in educational administration is chosen by a big percentage of (78.6 %), while the ministry level, that represents the centralization pattern, is chosen by a percentage of (21.4).
- 2- The principals have chosen school level as the desired administrative level to take decisions related to four educational fields: financial affairs, school buildings, teaching methods, and pupils' affairs, they also have chosen the directorate level for the field of personnel affairs. These pro decentralization pattern results are emphasized if they are considered together. While they have chosen the ministry level for one educational field: the curriculum, i.e. their tend is for decentralization pattern for it.
- 3- There are significant statistical differences at the level of indication ( $\alpha = 0.05$ ) between the desired administrative levels to take decisions bases on the variables: the scientific qualification, the years of administrative experience, the gender, the school's stage and the directorate. While there isn't such differences due to the educational qualification variable.

In the light of the study's results, the researcher recommends that the Ministry of Education to continue supporting the tendency towards decentralization pattern in the educational administration in Palestine. He also recommends that more scientific studies about this subject must be implemented.