

سياسات تطوير نوعية مهنة التعليم في الأراضي الفلسطينية

معهد أبحاث السياسات الاقتصادية الفلسطيني (ماس)



٢٠٠٦



()

2006

()

1994

()

✦
✦
✦
✦
✦

() () () () ()

()

2006 ©

2426 . . 19111 . .

info@mas.org.ps : 2987055 : 2987053/4 :

<http://www.mas.org.ps> :



()

2006

i

- :
... :
... :
... :
... :
... :
() :
() :
:
() :
UNESCO
()

2006

()©



()

()

- -

1	-1
1	1-1
4	2-1
8	3-1
12	4-1
13	5-1
14	6-1
17	-2
17	1-2
19	2-2
22	3-2
25	4-2
26	5-2
29	-3
29	1-3
32	2-3
37	3-3
43	4-3
45	-4
45	1-4
59	2-4
64	3-4
70	4-4
73	5-4

79

6-4

85

-5

85

1-5

87

2-5

90

3-5

95

101

		:1
	2006-2005	
2		
		:2
3		2005
		:3
4		
	()	:4
7		2006/2005
10		:5
30		:6
31		:7
32		:8
33		:9
33		:10
34		:11
35		:12
36		/
36		:14
38		:15
42		:16
42		:17
46		:18
	()	:19
47		

		:20
48		
49	()	:21
		:22
50		
		:23
51		
52	()	:24
		:25
53		
54	()	:26
		:27
57		
	()	:28
59		
:		:29
60		
		:30
61		
61	()	:31
65		:32
	()	:33
66		
		:34
67		
68		:35

%82

%30

(35-30)

✧

✧

✧

✧

✧

✧

✧

✧

◇

◇

-

-

:

.1

.2

-1

1-1

:

:

:

1

()

:

.%15 %10

(1)

.2006-2005

%15

%70

:1

2006-2005

(%)	
96	.1
90	.2
87	.3
86	.4
84	.5
82	.6
80	.7

11 .
 138139 18 13
 .(2) .2005

:2

2005

2005	
11860	-
16678	-
9245	-
4728	
2216	/
2210	
7504	
7165	
11654	
3390	-
46453	-
6034	(13)
9002	(18)
138139	

2006-2005 :

%88

%2

%10

.(3)

:3

%52	
%28	
%12	
%60	
%10	
%88	
%2	

2006-2003

:

2-1

:

:

◇

.1869

.(1969)

.(1990)

1882

.(Tibawi, 1956)

4453

1378

1869

:

◇

500

1000

(Tibawi,

.1961)

:

:

◇

7

6

12

.(Tibawi, 1956)

14

5

1932

14

1937

12

%20

83.000

.(Tibawi, 1956_Abstract of Palestine, 1943)

1949

:1967 -1948

✧

:

74.100

1965-1964

200.070

%37

.(1965 -1951

)

(UNRWA)

1950

19114

1967

1950

.1967

67189

1958

47258

.(UNRWA Statistical Yearbook, 1989) %40

1965

35

:1994-1967

✧

.(Sabri- Shakhshir, 1995)

: -1994

✧

: .(2003)

1994 1084
.2006 -2005 1725 1995
35013 1994 14938

.2006 22082 11817

%24

%70

%6

(4)

:

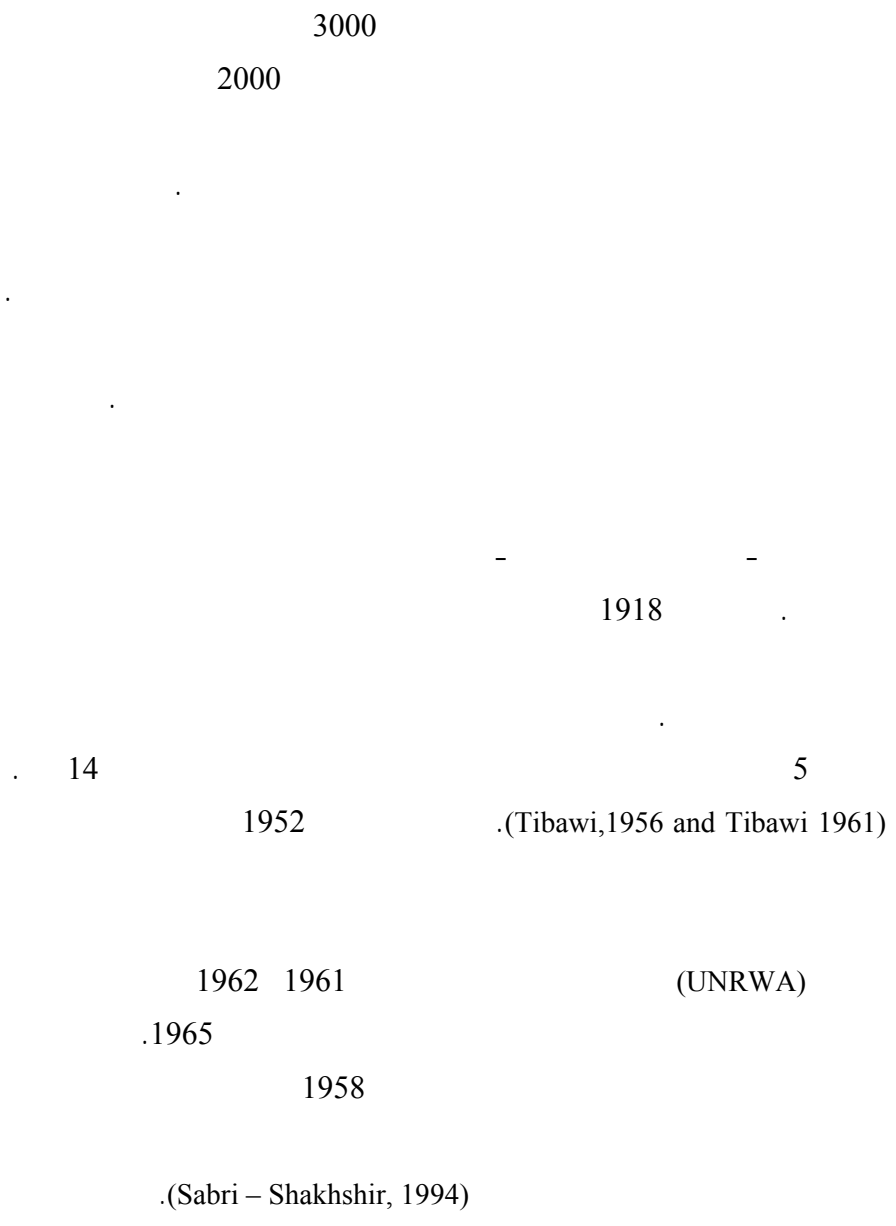
() :4

2006/2005

5655	22700	536752	802	
12736	25974	541736	786	
12610			688	
31001	48674	1078488	2276	

.2006

:



- 1964 16

-

1

8

1933

1964

.1933

-

1994

1994 3

()

.(1997)

9

:

◇

: ◇

◇

.%60

◇

.(5)

*

:5

15		.1
20		.2
18-16		
12		
2		() .3
3		.4
2 5	-	.5
5		.6

2005

:

.2 (50)

*

2005

29

32

%70)

(

1997

1986 1978

2000

.(2001)

:

:

- -

:

◇

◇

◇

◇

◇

◇

5-1

:

.1

/

.2

:

.3

/

.4

/

.5

.6

.7

.8

.9

/ .10

.11

.12

:

()

.13

.14

.15

6-1

:

:

0.05 = α .1

0.05 = α .2

0.05 = α .3

$$0.05 = \alpha \quad .4$$

$$0.05 = \alpha \quad .5$$

:

$$0.05 = \alpha \quad .1$$

$$0.05 = \alpha \quad .2$$

$$0.05 = \alpha \quad .3$$

$$0.05 = \alpha \quad .4$$

:

$$0.05 = \alpha \quad .1$$

$$0.05 = \alpha \quad .2$$

$$0.05 = \alpha \quad .3$$

$$0.05 = \alpha \quad .4$$

$$0.05 = \alpha$$

.5

$$0.05 = \alpha$$

.6

-2

1-2

(2001)

1955

)

2000 1997
(2001

(2000)

(2005)

(2004)

(2003)

(Assaf & Jaber, 1996)

:

(1995)

(2004)

(1993)

(Shakhshir Sabri, 1997)

2-2

(2003)

(McKay, 1994)

(Ludke

.and Moreira, 1999)

(Analoui, 1995)

(Bales, 2005)

(Li.1999)

: (Ratnavadivel, 1999)

(Gencer and

Cakiroglu, 2007)

(Ratnavadivel, 1999)

:

(Angelides et al.,

.(Ratnavadivel, 1999)

2007)

(Angelides et al., 2007)

(Pang, 1996)

:

14

(Sachs and Smith, 1999)

1987

(Musonda, 1999) .(2004)
1998

(Dahlstrom, 1999)

3-2

.(Rowan et al., 2002)

.(Buckley et al., 2004)

(Tye., and O'Brien, 2002)

(Sadker, 1999)

(Kersaint et al., 2006)

20000

%6

36

:

(White et al., 2006)

(Taylor, 2007)

140

(White et al., 2006)

4-2

(Hammond, 1998)

)

.(1991

(Mokhtar and Majid, 2005)

76

(Romano et al, 2004)

22

-

(Blaisdell and Cox,2004)

(Butler et al., 2004)

:

(1995)

5-2

(McCormick, 1997)

(Leach, 1984)

(Borg and Riding, 1993)

(Oshagbemi, 1997)

23

554

(Koustelios, 2001)

20

(Pashilardis and Orphanou, 1999)

115

(Menon, 2002)

(Blasé and

800

Blasé, 2000)

(Shum and Cheng, 1997)

77

-

-

-3

()

1-3

)

(

:

:

◇

.

◇

.()

◇

13

◇
◇

(6) .4

(7) .2006 2005

:6

47		
82		
30		
46		
101		
32		
29		
23		
53		
8		
46		
38		
40		
575		
26		
5		
12		
3		
46		

:
2006 2005

:7

10	9		1	
20	17	1	2	
2	2	-	-	
10	8	-	2	
6	5	-	1	
33	29	1	3	
30	27	1	2	
40	28	6	6	
28	23	2	3	
3	3	-	-	
38	29	3	6	
7	6	-	1	
6	6	-	-	
233	192	14	27	
11	9	-	2	
5	5	-	-	
8	2	3	3	
1	1	-	-	
25	17	3	5	

-2005

:

:

2006

(8)

/

:8

/		()		
1418	1198	111	3882	
1548	1503	474	4533	
553	551	169	1428	
833	845	201	2276	
1730	1583	501	5099	
6082	5680	1456	17218	
1831	1746	53	8723	
902	68	5	4885	
2733	1814	58	13608	

-2005

:

:

2006

2-3

/

5

:

:

./

.(

()

(9)

:9

/			
150	3	3	
50	1	1	
75	2	1	
100	2	2	
50	1	1	
50	1	1	
50	1	1	
525	11	10	

:
2006 2005

/
/ 25 .
:

(10)

:10

50	50	167	127	
25	25	563	504	
75	75	730	631	
150		1361		

:
2006 2005

(11)
/ 75

:11

30	20	674	308	
10	10	49	15	
40	30	723	323	
70		1046		

: :
2006 2005

/ 60
/ 25 ()
()

/ 120

1260 ()

120

1380

.(12)

:12

360	3	3	
120	1	1	
180	2	1	
240	2	2	
120	1	1	
120	1	1	
120	1	1	
1260	11	10	
120			
1380			

750

8

:

:

:

.

:

(13)

16

/ :13

100	1771		.1
50	52		.2
100	221		.3
100	5475		.4
100	3778		.5
50	2691	/	.6
50	883	/	
100	328		.7
100	300		.8
/ 750	15499		

2006 -2005

:

:

/

(14)

.

/ 15

15

:14

%89	1238	1380	
%73	542	745	
%82	618	750	
%100	90	90	
%100	15	15	
%82	2483	3020	

:
(Charles, 1991) (Mckay, 1994) (Oshagbemi, 1997)

.
:
: 3 : .1

.
:
2 3 4 6 5 45 :
1

:
.6 5 4 3 2 1 :
.13 12 11 10 9 8 7:
.34 33 32 25 19 18 17 16 15 14 :
.37 29 28 27 26 24 23 22 () :
.41 38 36 35 31 30 21 20 :
.45 44 43 42 40 39 :

/ 16 :
. (1)

: : .2
 () : ()
 : : .
 25
 . /
 .(2)
 : : .3
) () :
 : . (25
) (25
 .(15)

:15

	.776	
	.714	
	.697	
	.671	
	.641	
	.600	
	.588	

	.582	
	.569	
	.477	
.360	.476	
	.452	
.616		
.615		
.609		
.524		
.503		
.450		
.411		
.397		
.392		
.387		
.374		

23

1 2 3 4 5

:

.23 22 18 17 16 13 12 11 10 7 5 3 : ✧

.21 20 19 15 14 9 8 6 4 2 1:() ✧

(3)

/ : .4

:

:

:

:

:

)

:

(

:

:

.5

/

.

/

:

.6

:

()

(16)

:16

	X	X	
		X	
		X	
X			
X			

:

(17)

:

:

:17

0.85	
0.84	
0.86	

16 15 . / 6 5
/ 15

4-3

: .(SPSS)

.1

.2

.3

() .4

◇

◇

◇

◇

◇

◇
◇
◇
◇
◇
◇
◇
◇
() .5

-4

:

1-4

:

6

.25

(18)

:

45

:18

	2.5613	()
	3.4113	()
	3.3768	()
	3.5383	()
	3.5274	()
	3.6242	()

:

α

:

0.05

.(19)

()

:

◇

◇

◇

◇
◇
◇

() :19

	()			
.985	.019	2.56		
		2.56		
.128	1.524	3.37		
		3.44		
.421	.805	3.35		
		3.39		
.005	2.851	3.46		
		3.59		
		3.43		
.002	3.118	3.60		
		3.52		
.006	2.764	3.71		

:

$$0.05 = \alpha$$

:

- ◇
- ◇
- ◇
- ◇

:20

.000	7.87	3	11.68		
		536	264.97		
.979	.06	3	.052		
		536	146.98		
.325	1.15	3	1.41		
		535	218.42		
.013	3.64	3	2.94		
		535	144.19		
.685	.49	3	.65		
		535	235.27		
.751	.403	3	.801		
		535	354.94		
.448	.88	3	.52		
		536	106.25		

(20)

:

()

()

()

(21)

15

() :21

.015	-.19943(*)	15	4 -1	
.010	.29776(*)	9 5	4 1	
.046	.23519(*)	15		
.000	-.44782(*)	4 1	14 10	

.05 ≥

*

:

0.05 = α

:

◇

()

:

◇
◇
◇
◇
◇

.(22)

:22

.189	1.540	4	3.15		
		535	273.49		
.466	.897	4	.98		
		535	146.22		
.997	.039	4	.06		
		534	219.86		
.482	.870	4	.95		
		534	146.21		
.017	3.035	4	5.24		
		534	230.70		
.089	2.032	4	5.33		
		534	350.65		

:

$$0.05 = \alpha$$

:(23)

- ◇
- ◇
- ◇
- ◇
- ◇

:23

.000	32.430	2	29.763		
		538	246.881		
.032	3.453	2	1.866		
		538	145.359		
.208	1.575	2	1.284		
		537	218.885		
.002	1.007	2	.550		
		537	146.625		
.001	7.684	2	6.565		
		537	229.397		
.048	3.055	2	4.006		
		537	352.129		

() (24)

() :24

.000	-.548 (*)			
.000	-.500 (*)			
.037	-.149 (*)			
.001	-.429 (*)			
.002	-.436 (*)			
.049	-.338 (*)			

.05 ≥ *

()
0.05 = α :

$$0.05 = \alpha$$

-

:

◇

◇

◇

:(25)

$$0.05 = \alpha$$

◇

◇

◇

:25

.023	3.781	2	3.84		
		536	272.62		
.926	.077	2	.042		
		536	145.42		
.322	1.135	2	.92		
		535	218.46		
.001	6.913	2	3.70		
		535	143.17		
.393	.935	2	.82		
		535	235.02		
.014	4.311	2	5.64		
		535	350.32		

() (26)

() :26

.128	-.240			
.085	-.148			
.036	.222 (*)			
.002	-.323 (*)			
.018	.216 (*)			

.05 ≥

*

:

:

: / :

:

:

:

:

35-30

- ◇
- ◇
- ◇
- ◇
- ◇

(27) :

:27

6	34.9	
8	29.4	/
4	40	
5	39.8	
10	28.2	() :
11	24.3	:
2	57.6	

12	22.5	
14	17.5	
13	18.2	
16	13.9	
1	58.8	35-30
7	30.7	
8	29.4	
15	14.1	
3	42.5	

() " :
 (39) 41 "
 (542)
 24

()

- -

2-4

()

:

146 %29.7 1238 374

 %61 228 %39

.(28) 3.57 3.76

() :28

.002	3.164	372	3.57	146	
			3.76	228	

(29)

:29

:

3.7	144		
3.8	207		
3.5	21		
3.8	2		
1	30	60	
2.5	190	70	
4.3	151	90	
3.74	163	2000	
3.69	134	4000 2000	
3.66	39	8000 4000	
3.22	23	8000	
3.7	227		
3.7	174		

() (30)

: () :
. %70.3 864

"

"

:

:

"

"

)

(

:

“ ”

:

)

.(

:(

)

:

:

3-4

23

:

(32)

:

:

:

.1

.2

.3

.4

.5

:

.1

.2

.3

.4

.5

2.95	
3.04	
3.58	
2.66	
3.27	
3.69	
3.16	
4.11	
3.94	
3.97	
4.10	
3.82	
4.13	
2.7	
3.40	
3.92	
4.21	
3.70	
3.89	
3.23	
2.96	
3.38	
3.41	

：

：

()

()

：

(33) ()

(1)

(2)

() :33

0.342	0.904	646	3.65	249			
			3.68	296			
0.09	2.84	646	3.35	249			
			3.39	296			
0.000	16.19	646	3.57	751			
			4.1	170			
.175	1.84	646	3.35	751			
			3.49	170			

)

.(

:
(35)

:35

0.000	39.20	2	35.75		
		647	295.08		
0.412	0.88	2	0.71		
		647	259.69		
0.444	0.81	2	0.83		
		640	326.66		
0.451	0.79	2	0.64		
		640	258.00		

:

:

-

:

-

.(/)

: ✧

✧

4-4

:

.1

()

- . %65

%30

%43

5

%.3

23

. %83 2006/2005

.2

%70

:

.3

.4

19

-

7

4 3

.5

()

.6

.7

.8

.9

.10

✧

◇

◇

◇

:

.11

.12

/

.13

/

.14

:

5-4

15

(6-5)

: .1

.2

/

.3

.4

.5

:

.6

10

40

"

"

.7

:

.8

"

"

.9

:

/

✧

◇

◇

◇

◇

◇

◇

.10

.()

◇

◇

◇

◇

◇

◇

◇

◇

.11

.12

.13

.14

6-4

15

:

()

.1

5-4

.2

)

.(

.3

◇
◇
◇
◇
◇
◇

.4

◇
◇

◇
◇
◇
◇
◇

.()

.5

◇

()

◇

.()

◇

.6

- -

.7

:

◇

◇

◇

◇

.()

.8

◇

◇

◇

◇

◇

◇

.9

◇

◇

◇

.10

◇

.11

◇

◇

()

.12

◇

◇

.13

◇

23-22

◇

◇

◇

()

◇

)

◇

.(

◇

◇

30

◇

:

◇

◇

◇

◇

◇

-5

.%82

1-5

85

(Rowan et al., 2002)

(Buckley et

(Tye., and O'Brien, 2002)

.al., 2004)

%30

8000

(Ho, 1996)

2-5

:

:
.1

.2

.3

.4

.5

35-30

.6

.7

.8

:
.1

.2

.3

:
.1

.2

:
.1

.2

:

:

.1

.2

3-5

20

:

:

:

90

()

◇

◇

◇

()
()
()

◇

:

:

30-27

4

5

.

:

:

.

:

()

.....

:

/

:

◇

◇

◇

◇

.(1995)
.1146 - 131 24 .
" (1993)
) "
.
(
(2004)
.67 -47 (72) 18
:
(2006 -2005)
(
)
) 2005
1
(
(2003).
(2005)
(1995)
.975-951 22 . :
(2000)
(2004)
.239 -219 (1) 12
(2003)

.2001 -1997 .(2001)

.(1990)

2 3

1914 -1864 .(1969)

() 1 1933

.(1991)

.125 -114 (9)

.(1993)

.137 - 121 22 .

.(2004)

.(-

.(2003)

.(2000)

.1979

16

.() : **1964**

1994 3 1997

.()

- Analoui, Farhad (1995). Teachers as managers: an exploration into teaching styles, **International Journal of Educational Management**, 9 (5), 16-19.
- Angelides, Panayiotis, Stylianou, Tasoula, and Gibbs, Paul (2007). Preparing teachers for inclusive education in Cyprus, **Teaching And Teacher Education**. Forthcoming
- Assaf, Abed and Ahmaed F. Jaber (1996). " Sources of Stress among High School Teachers in the Occupied Territories (West Bank) Al- Najah **University Research Journal** 3, 10; 9-33.
- Bales, Barbara L. (2007). Teacher education policies in the United States: The accountability shift since 1980, **Teaching and Teacher Education**. Forthcoming
- Blaisdell, Muriel L. and Cox, Milton D. (2004). Midcareer and senior faculty learning communities: learning throughout faculty careers, **New Directions for Teaching and Learning**, (97), 137-148.
- Blasé, Joseph and Blasé, Jo. (2000). Effective instructional leadership. Teachers' perspectives on how principals promote teaching and learning in schools, **Journal of Educational Administration**, 38 (2), 130-141.
- Borg, Mark and Riding, Richard (1991). Occupational stress and satisfaction in teaching, **British Educational Research Journal**, 17(3), 263-281.
- British Mandate An Ordinance Relating to Education (1933). Robert Harry Drayton **Laws of Palestine** chapter 50 pp. 623-631.
- Buckley, Jack, Schneider, Mark and Shan, Yi. (2004) The effects of school facility quality on teacher retention in Urban school districts, **National Clearinghouse for Educational Facilities**, February 2004, 1-12.
- Butler, Deborah, Lauscher, Helen, Jarvis-Selinger, Sandra and Beckingham, Beverly. (2004). Collaboration and self – regulation in teachers' professional development, **Teaching And Teacher Education**, 20, 435-455.
- Charles E., Finley. (1991). The relationship between unionization and job satisfaction among two-year college faculty, **Community College Review**, 19(2), 1-7.
- Dahlstrom, Lars. (1999). Transforming teacher education for a democratic society the case of Namibia, **Teaching And Teacher Education**, 15, 143-155.
- Editorial, (1999). Introduction: global and local dimensions of reforms in teacher education, **Teaching And Teacher Education**, 15, 133-141.
- Education Rule" in Robert Harry Drayton (1933). **Laws of Palestine**, chapter 50 section 14, pp. 1710-1727.
- Gencer, Ayse & Cakiroglu, Jale. (Forthcoming 2007). Turkish preservice teachers' efficacy regarding science teaching and their beliefs about classroom management, **Teaching And Teacher Education**.
- Hammond, Linda Darling (1998). Strengthening the Teaching Profession. **Educational Leadership**, (55), 5
- Ho, Jaenice T.S. (1996). Stress, health and leisure satisfaction: The case of teachers. **International Journal of Educational Management**, 10 (1), 41-48.

- Kersaint, Gladis, Lewis, Jennifer, Potter, Robert and Meisels, Gerry. (Forthcoming 2007). Why teachers leave: Factors that influence retention and resignation, **Teaching And Teacher Education**.
- Koustelios, Athanasios. (2001). Personal characteristics and job satisfaction of Greek teachers, **International Journal of Educational Management**, **15** (7), 354-358.
- Leach, D. J. (1984). A model of teacher stress and its implications for management, **The Journal of Education Administration** **22**; 157-172.
- Li, Defeng. (1999). Modernization and teacher education in China, **Teaching And Teacher Education**, **15**, 179-192.
- Ludke, Menga & Moreira, Antonio. (1999). Recent proposals to reform teacher education in Brazil, **Teaching And Teacher Education**, **15**, 169-178.
- Maslovaty, Nava. (2002). Organizational learning: teachers' perceptions of the "ideal student" trait system, **International Journal of Manpower**, **23**(8), 734-753.
- McCormick, John. (1995). Occupational stress of teachers: biographical differences in a large school system, **Journal of Educational Administration**, **35** (1), 18-38.
- Mckay, Ian. (1994). Devolution and teachers' wellbeing, **International Journal of Educational Management**, **8** (4), 30-37.
- Menon, Maria. (2002). Perceptions of pre-service and in-service teachers regarding the effectiveness of elementary school leadership in Cyprus, **International Journal of Educational Management**, **16** (2), 91-97.
- Mokhtar, Intan and Majid, Shaheen. (2005). Use of school libraries by teachers in Singapore schools, **Library Review**, **54**(2), 108-118.
- Musonda, Lawrence. (1999). Teacher education reform in Zambia... is it a case of a square peg in a round hole? **Teaching And Teacher Education**, **15**, 157-168.
- Oshagbemi, Titus. (1997). Job satisfaction profiles of university teachers, **Journal of Managerial Psychology**, **12**(1), 27-39.
- Pang, Nicholas. (1996). School values and teachers' feelings: a LISREL model, **Journal of Educational Administration**, **34** (2), 64-83.
- Pashilardis, Petros and Orphanou, Stelios. (1999). An insight into elementary principalship in Cyprus: the teachers' perspective, **International Journal of Educational Management**, **15** (5), 241-251.
- Ratnavadivel, Nagendralingan. (1999). Teacher education: interface between practices and policies The Malaysian experience 1979-1997, **Teaching And Teacher Education**, **15**, 193-213.
- Romano, John, Hoising, Rae, O'Donovan, Kathleen and Joyce, Weinsheimer. (2004). Faculty at mid-career: a program to enhance teaching and learning, **Innovative Higher Education**, **29**(1), 21-48.
- Rowan, B., R. Correnti and R. J. Richard. (2002). **What Large-Scale Survey Research Tells Us about Teacher Effects on Student Achieving** University of Pennsylvania, USA.

- Sabri, Khawla Shakhshir (1981). **The Need for Reorganizing the West Bank High School Program as Perceived by Administrators, Teachers and Graduates** (Published Doctoral Dissertation, University of Northern Colorado, Greeley, Colorado USA) 1981.
- Sabri, Khawla Shakhshir (1994). **Prospects for the Future of the Education System in the West Bank and Gaza Strip** (UNCTAD, Geneva) 1994.
- Sabri, Khawla Shakhshir (1997). Evaluation of In-service Teacher Upgrading Program, the Case of the West Bank **British Journal of In-Service Education**, **23** 1, 113-118.
- Sabri, Khawla Shakhshir (1994). **The Education System in the West Bank and Gaza Strip** (UNCTAD, Geneva).
- Sabri, Khawla Shakhshir (1997). Vocational education policies and strategies as perceived by Palestinian academics and technicians **Research in Post -Compulsory Education Journal**, **2**, 2, 205- 215.
- Sachs, Judyth & Smith, Susan. (1999). The changing landscape of teacher education in Australia, **Teaching And Teacher Education**, **15**, 215-227.
- Sadker, David (1999). Gender Equity: Still knocking at the class room door, **Educational Leadership**, April, 22-26.
- Shum, Lai and Cheng, Yin.(1997). Perceptions of women principals' leadership and teachers' work attitudes, **Journal of Educational Administration**, **35** (2), 165-184.
- Statistical Abstract of Palestine** (1943). Seventh Edition, (No. 11 of 1944)
- Taylor, Alexis. (2007). Perceptions of prospective entrants to teacher education, **Teaching And Teacher Education**. ((Forthcoming)
- The Hashemite Kingdom of Jordan, Department of Statistics, **Statistical Yearbook** 1958 -1964,
- Tibawi, A. L. (1961). **British Interests in Palestine 1800-1901** Oxford University Press.
- Tibawi, A. (1956). **Arab Education In Mandatory Palestine**. Luzac & Company, LTD..
- Tietjen, Mark and Myers, Robert.(1998). Motivation and job satisfaction, **Management Decision**, **36**(4), 226-231.
- Tye, B. B., and L. O'Brien. (2002). Why Are experienced teachers leaving the profession? **Phi Delta Kappan**, **84**; 24-32.
- White, Patrick, Gorard, Stephen and See, Beng. (2006). What are the problems with teacher supply? **Teaching And Teacher Education**, **22**, 315-326.
- Yariv, Eliezer and Coleman, Marianne. (2005). Managing "challenging" teachers, **International Journal of Educational Management**, **19** (4), 330-346.
- Yu, Huen, Leithwood, Kenneth and Jantzi. (2001). The effects of transformational leadership on teachers' commitment to change in Hong Kong, **Journal of Educational Administration**, **40** (4), 368-389.

√

:

:

1	2	3	4	5	
					.1
					.2
					.3
					.4
					.5
					.6
					.7
					.8
					6 .9
					7 .10
					6 : .11
					5 : .12
					.13
					() .14
					.15
					.16
					.17
					.18
					.19
					.20
					.21
					/ .22
					.23
					.24

1	2	3	4	5	
					() .25
					.26
					.27
					.28
					.29
					.30
					/ .31
					.32
					.33
					.34
					.35
					.36
					() .37
					.38
					.39
					.40
					.41
					.42
					.43
					.44

5 :

.1
.2
.3
.4

√ 5 :

:

	.1
/	.2
Scanner, LCD.... :	.3
	.4
.... () :	.5
:	.6
	.7
	.8
	.9
	.10
	.11
35 30	.12
	.13
	.14
	.15
	.16

(2)

— :	√	_____ :
		: _____ :
		:
		□ .2 □ .1
		:
	□ .3	□ .2 □ .1
		:
	□ .2	□ .1
		:
□ .3	□ .2	□ .1
		:
80	71 □ .3	70 60 □ .2 60 □ .1
		91 □ .5 90 81 □ .4
		:
8000	4000 □ .3	4000 2000 □ .2 2000 □ .1
		8000 □ .4

.2

.1

:

:

:

:

√

1	2	3	4	5	
					.1
					.2
					.3
					.4
					.5
					.6
					.7
					.8
					.9
					.10
					.11
					.12
					.13
					.14
					.15
					.16
					.17
					.18
					.19
					.20

1	2	3	4	5	
					.21
					.22
					.23

5

:

:

.1

.2

.3

.4

(3)

		$\sqrt{\quad}$:		:
				_____	:
					:
				<input type="checkbox"/> .2	<input type="checkbox"/> 1
					:
		()			<input type="checkbox"/> .1
		()			<input type="checkbox"/> .2
		<input type="checkbox"/> .5		<input type="checkbox"/> .4	<input type="checkbox"/> .3
:		<input type="checkbox"/> .8		<input type="checkbox"/> .7	<input type="checkbox"/> .6
			:		<input type="checkbox"/> .9
					:
	<input type="checkbox"/> .3	<input type="checkbox"/> .3		<input type="checkbox"/> .2	<input type="checkbox"/> .1
					:
		<input type="checkbox"/> .3		<input type="checkbox"/> .2	<input type="checkbox"/> .1
					:
				<input type="checkbox"/> .2	<input type="checkbox"/> .1

					:
80	71 □ .3	70	60 □ .2	60	□ .1
		91	□ .5	90	81 □ .4
			:		:
8000	4000 □ .3	4000	2000 □ .2	2000	□ .1
				8000	□ .4

:

:

√

1	2	3	4	5	
					.1
					.2
					.3
					.4
					.5
					.6
					.7
					.8
					.9
					.10
					.11
					.12
					.13

1	2	3	4	5	
					.14
					.15
					.16
					.17
					.18
					.19
					.20
					.21
					.22
					.23

: 5

:

.1

.2

.3

.4