

الأكاديمية العربية الدولية



الأكاديمية العربية الدولية
Arab International Academy

الأكاديمية العربية الدولية المقررات الجامعية

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Abstract

The turnover factors among private schools teachers in the southern region of Jordan

Manal Al Qatawneh

Mut'ah University, 2007

This study aimed to investigate the turnover factors among private schools teachers in the southern region of Jordan.

The community of the study consist of (1225) male and female teachers. The sample chosen was (563), (133) male (410) female.

To answer the questions of the study a lot of statistical methods such as, (means and standard deviations, multi-variance analysis, and one way Anova) were used. The results of the study showed the following:

1. The arithmetic's means of the factors that causes the turnover among privet schools teachers in the southern rejoin came to a moderate.
2. The reasons related to schools administration took a high degree.
3. No statistically significant differences of the turnover factors related to (sex, age and personal status).

The study recommends that attention be given to teachers in private schools, so by acting as periodic surveys to identify the wishes and needs of teachers in private schools, and work to achieve them consistent with the objectives of the school, so as to reduce the phenomenon of labor turnover, which adversely affect the efficiency and effectiveness of these schools to achieve their objectives.

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(Cherrington,1989)

.(Stahi, 1983, p.160)

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(Chiu & Francesco, 2003)

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(Griffith, 2004:106)

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(Carsten & Spector,1987)

(Hom, P., Griffeth, 1995)

(Cropanzano, et.al ,1993)

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Mobley , Cherrington , 1984, p.113)

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(Hofstede, 1980)

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(Fielder, 1993)

(Morrow, 1995) (Taylor, 995)

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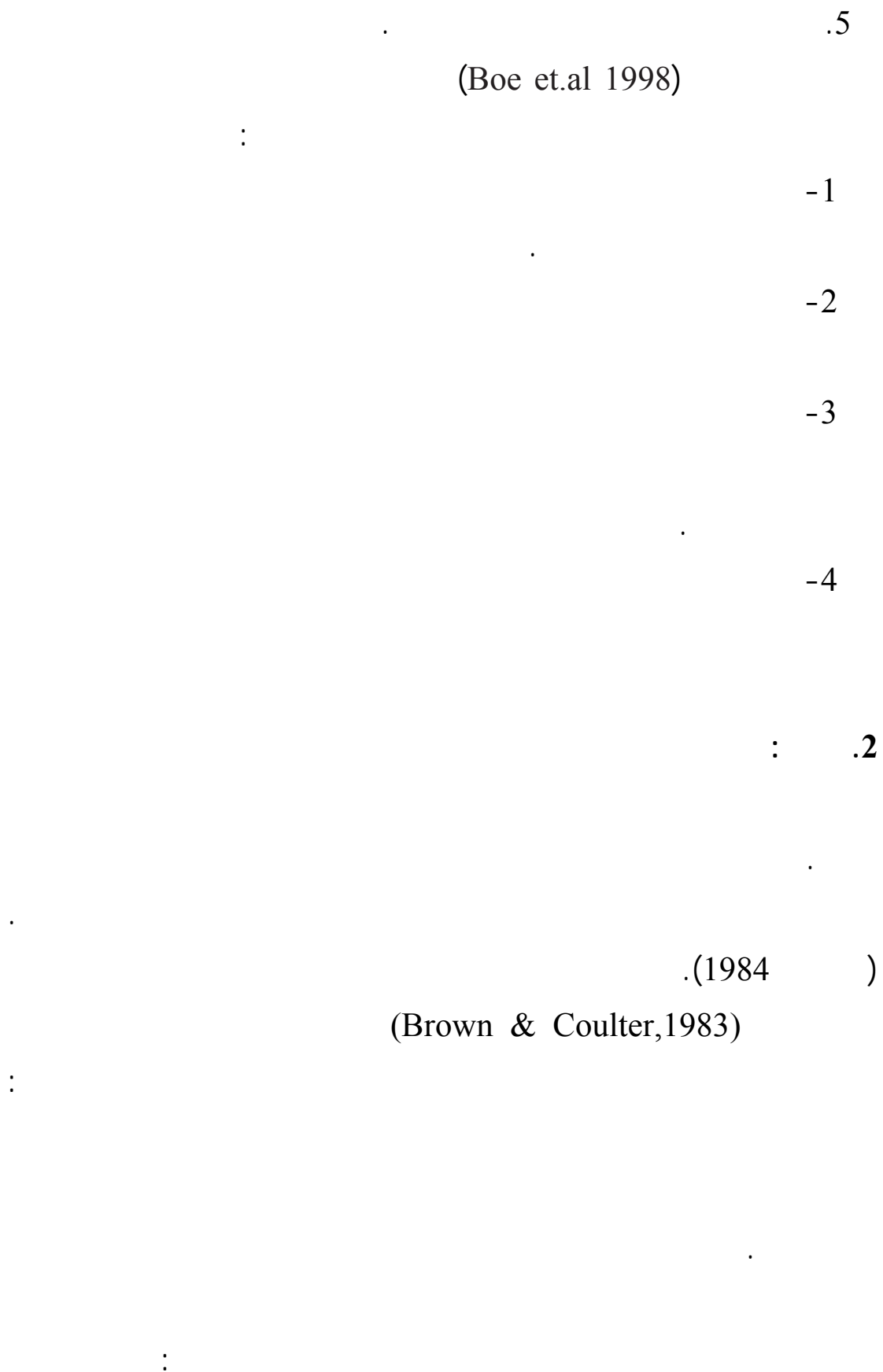
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(Turnely and Feldman , 1999)

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(Carnegi Foundation , 1985)

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289	149-100
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Alpha	Test-Retest	البعد	البعد
0.83	0.86	7-1	1
0.80	0.86	18-8	2
0.85	0.85	22-19	3
0.90	0.86	32-23	4
0.90	0.91	32-1	4-1

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149-100 -2			100 -1	
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(Descriptive Statistic Measures) :

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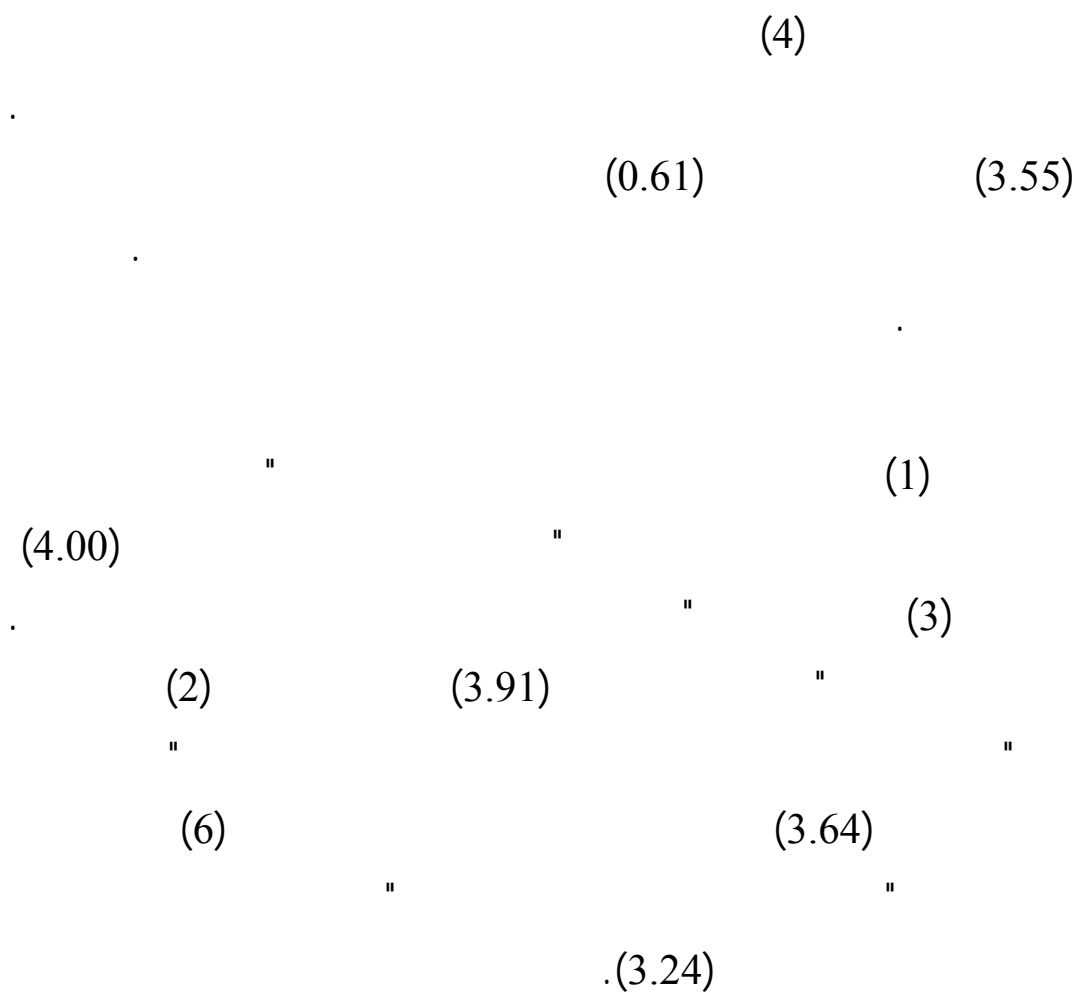
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1	1.01	4.00	.1
3	1.09	3.64	.2
2	.88	3.91	.3
5	1.04	3.39	.4
4	1.08	3.41	.5
7	1.03	3.24	.6
6	1.07	3.26	.7
-	0.61	3.55	7-1



(5)

7	1.00	3.62		.8
1	1.05	3.82		.9
5	1.04	3.69		.10
	1.13	3.32		
10				.11
	1.05	3.58		
8				.12
	1.03	3.67		
6				.13
3	1.04	3.74		.14
	1.01	3.70		
4				.15
	1.09	3.54		
9				.16
	1.19	3.31		
11				.17
2	0.92	3.77		.18
-	0.51	3.62		18-8

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2	1.09	2.85	.	.19
4	1.08	2.72		.20
1	1.10	2.87		.21
3	1.02	2.77		.22
-	0.65	2.80		22-19

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1	1.10	3.66		.32
8	1.10	3.20		.31
10	1.07	3.16		.30
2	1.11	3.61		.29
6	1.02	3.34		.28
3	1.08	3.38		.27
9	1.04	3.16		.26
7	1.14	3.22		.25
5	1.05	3.36		.24
4	1.05	3.36		.23
-	0.62	3.34		32-23

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	2	0.61	3.55	7-1
	1	0.51	3.62	18-8
	4	0.65	2.80	22-19
	3	0.62	3.34	32-23
	-	0.48	3.32	32-1

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0.55	3.37	0.62	2.75	0.47	3.61	0.61	3.53	
0.69	3.34	0.67	2.81	0.46	3.62	0.61	3.56	
0.66	3.45	0.61	2.83	0.39	3.64	0.61	3.55	25
0.60	3.31	0.66	2.77	0.48	3.63	0.62	3.55	35 -26
0.75	3.34	0.69	2.83	0.47	3.57	0.59	3.56	45-36
0.67	3.35	0.64	2.87	0.49	3.60	0.61	3.56	5
0.64	3.33	0.67	2.70	0.42	3.63	0.61	3.54	10-6
0.57	3.38	0.99	2.99	0.58	3.70	0.70	3.65	100
0.69	3.35	0.59	2.81	0.46	3.63	0.67	3.58	149-100
0.58	3.41	0.65	2.76	0.41	3.50	0.44	3.55	199-150

0.66	3.21	0.52	2.65	0.54	3.64	0.61	3.44	200
0.69	3.33	0.60	2.80	0.44	3.60	0.61	3.58	
0.63	3.35	0.52	2.80	0.48	3.63	0.61	3.53	
0.50	3.49	0.75	2.93	0.61	3.58	0.67	3.61	
0.68	3.36	0.64	2.82	0.44	3.62	0.60	3.54	
0.63	3.23	0.62	2.58	0.41	3.65	0.63	3.56	

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	()	Hotelling's Trace	Wilks' Lambda		
0.528	0.381	0.003	-		
0.408	1.005	-	0.984		
0.516	0.912	0.007	-		
0.002	3.81	-	0.952		
0.031	2.84	-	0.936		
0.012	0.068	0.067	-		
0.472	0.879	-	0.867	×	
0.321	0.867	-	0.891	×	
0.449	1.09	-	0.912	×	
0.578	0.969	-	0.859	×	
0.110	0.589	-	0.896	×	
0.358	1.092	-	0.914		×
0.953	0.873	-	0.929		×
0.384	0.439	-	0.865		×
0.220	0.746	-	0.817		×
0.316	1.069	-	0.907	×	
0.372	1.387	-	0.761	×	
0.215	1.674	-	0.897	×	
0.440	0.369	-	0.749	×	
0.648	1.059	-	0.926	×	

0.110	0.879	-	0.926		×	
0.358				×	×	
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F				
0.622	0.243	0.088	1	0.088
0.997	0.001	0.0037	1	0.0037
0.646	0.212	0.089	1	0.089
0.427	0.631	0.285	1	0.285
0.324	0.975	0.355	1	0.355
0.525	0.405	0.087	1	0.087
0.676	0.174	0.073	1	0.073
0.412	0.675	0.276	1	0.276
0.903	0.102	0.037	2	0.074
0.238	1.440	0.310	2	0.619
0.365	1.011	0.425	2	0.850
0.168	1.788	0.730	2	1.460
0.705	0.349	0.131	2	0.262
0.662	0.413	0.089	2	0.177
0.006	**5.20	2.218	2	4.437
0.029	*3.53	1.295	2	2.590
0.017	*3.42	0.722	3	2.167
0.149	1.786	0.771	3	2.312
0.000	*7.73	2.79	3	8.37
0.208	1.523	0.654	3	1.963
0.712	0.136	0.0511	1	0.0511
0.492	0.474	0.101	1	0.101
0.003	*8.63	3.687	1	3.687
0.660	0.194	0.084	1	0.084
		0.365	514	187.361
		0.215	514	110.472
		0.421	514	216.171
		0.408	514	209.834
			525	196.820
			525	113.601
			525	227.146
			525	215.572

*P≤ 0.05

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(Univariate F- test) ()
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0.705	0.349	0.131	2	0.262
0.662	0.413	0.089	2	0.177
0.006	**5.20	2.218	2	4.437
0.029	*3.53	1.295	2	2.590

*P≤ 0.05 * *P≤ 0.01

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-	-	-	2.93
-	-	-	2.82
-	*0.24	*0.35	2.58

*P≤ 0.05

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-	-	-	3.49
-	-	-	3.36
-	-	*0.26	3.23

*P≤ 0.05

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 ,(0.936) (Wilks) (

.($\alpha=0.05$) (2.84) ()

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0.017	*3.42	0.722	3	2.167
0.149	1.786	0.771	3	2.312
0.000	*7.73	2.79	3	8.37
0.208	1.523	0.654	3	1.963

* $P \leq 0.05$ * * $P \leq 0.01$

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200	199-150	149-100	100	
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-	-	-	-	2.99	100
-	-	-	-	2.81	149-100
-	-	-	*0.23	2.76	199-150
-	-	-	*0.34	2.65	200

* $P \leq 0.05$

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200	199-150	149-100	100		
-	-	-	-	3.65	100
-	-	-	-	3.58	149-100
-	-	-	-	3.55	199-150
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*P≤ 0.05					

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0.712	0.136	0.0511	1	0.0511
0.492	0.474	0.101	1	0.101
0.003	*8.63	3.687	1	3.687
0.660	0.194	0.084	1	0.084

* $P \leq 0.01$

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القسم الأول : يتعلق بالفقرات التي تقيس المتغير المستقل (النوع الاجتماعي، المؤهل العلمي، سنوات الخبرة في المدارس الخاصة، الحالة الاجتماعية، الدخل).

القسم الثاني : يتعلق بالفقرات التي تقيس المتغير التابع: دوران العمل(أسباب تتعلق بدور مدير المدرسة، أسباب تحفيزية، أسباب تتعلق بترك العمل، الاجراءات والسياسات أسباب ذاتية)

علماء بأن الإجابة على فقرات الاستبانة ستكون وفقاً لمقياس ليكرت الخماسي على النحو الآتي :

	تنطبق غالباً			
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وقد قامت الباحثة ببناء وتطوير استبانة خاصة بهذه الدراسة من خلال مراجعة الدراسات السابقة والأدبيات

المتعلقة بالموضوع.

وبما أنكم المختصين والمهتمين في هذا المجال يسر الباحثة أن تضع بين أيديكم هذه الاستبانة في صورتها

الأولى راجية منكم التكرم بقراءة فقراتها وتحكيمها من حيث :

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4- أية ملاحظات أو اقتراحات أخرى .

هذا وسيكون لآرائكم وتوجيهاتكم الأثر الفعال في تطوير الأداة وإخراجها بصورة ملائمة، لذا فالباحثة ترجو

إبداء رأيكم في كل فقرة من فقرات الأداة وذلك بوضع إشارة (×) في الحقل الذي ترونه مناسباً وتدوين

ملاحظاتكم (حذف، إضافة، تعديل، دمج، إعادة صياغة) ودرجة موافقتكم على فقرات الأداة.

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