

# **ABSTRACT**

## **- INTRODUCTION:**

The essential task of school is the preparation of students for life. This means that its curricula should achieve this objective through all their activities and experiences. It should focus on preparing the students to contribute and share in the society. According to the international contributions, the aim of education is no longer to let the students memorize the materials, but it aims at providing the opportunities for the students to learn and practice various experiences and skills and develop their attitudes and values. In this respect, school becomes a real environment for education where it includes all the activities such as educational leadership, which is very important in the educational process in the 21<sup>st</sup> century school.

## **- THE STUDY PROBLEM:**

After reviewing the literature, the problem of the present study has been crystallized in the following main question:

- **What is the reality of educational leadership in the schools of the second phase of basic education in the light of its objectives in Qalyoubia Governorate?**

It can be subdivided into the following five sub-questions:

- 1- What is the educational and social perspective of educational leadership?
- 2- What is the philosophy of basic education? What are its most important educational innovations?

- 3- What are the obstacles that face the educational leadership in the schools of the second phase of basic education in achieving its objectives?
- 4- What is the suggested vision for activating and developing the role of educational leadership in the schools of the second phase of basic education?

### **- STUDY OBJECTIVES:**

The present study aimed at determining the real practices of educational leadership in the schools of the second phase of basic education and suggesting a vision for developing its effectiveness.

### **- STUDY METHODOLOGY AND TOOLS:**

The present study followed the descriptive method. Two questionnaires were developed. The first was conducted on a sample of 110 teacher/leader in 12 preparatory schools in Qalyoubia Governorate which were representatives of the different environments: urban – industrial – rural). The second was administered to a sample of 515 students in the same schools where the first had been done. Some different statistical techniques have been used to achieve the field study objectives.

### **- STUDY LIMITS:**

The present study limited itself to the following:

- *Human Limit:* the class leaders, students, social workers and preparatory schools headmasters.
- *Geographical Limit:* some schools of the second phase of basic education in Qalyoubia Governorate.

## **- STUDY PROCEDURES:**

In order to answer the study questions and to achieve its objectives, the present study followed this order:

- ❖ Chapter 1: The general background of the study problem.
- ❖ Chapter 2: Educational leadership and recent challenges.
- ❖ Chapter 3: The educational leader: His characteristics, skills and educational role.
- ❖ Chapter 4: Philosophy of basic education and its latest trends.
- ❖ Chapter 5: Field study and its positive and negative results.
- ❖ Chapter 6: The suggested vision for activating and developing the role of educational leadership in the schools of the second phase of basic education.

## **- STUDY RESULTS:**

### **>> FIRST: POSITIVE RESULTS:**

- 1- Some leaders carry out their positive role in supporting and encouraging the students to practice democracy through free election inside the classroom. They play an active role in guidance and instilling some educational and social values in the students.
- 2- Some school leaders do their duties so that the educational leadership may succeed in achieving its objectives as possible as they can.

### **>> SECOND: NEGATIVE RESULTS:**

- 1- There is a lack in the professional preparation of many classroom leaders in the preparatory schools.

- 2- Many leaders have no enough awareness and understanding of the nature, tasks, objectives, activities and programs of educational leadership.
- 3- Some school leaders do not contribute positively in practicing the educational leadership activities and programs. They are concerned with academic achievement.
- 4- There is a misunderstanding of the students' parents. They think that practicing the activities and programs of educational leadership is a waste of time and an entertainment.
- 5- The most important activities and tasks practiced in some schools are: organizing the cultural competitions between the excellent students, preparing a wall journal, charts inside the classrooms for the different courses, and administering the project of clean classroom. Other activities and programs are rarely done.

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**AN EVALUATIVE STUDY OF EDUCATIONAL LEADERSHIP IN  
THE SECOND PHASE OF BASIC EDUCATION IN THE LIGHT OF  
ITS OBJECTIVES**

AN ABSTRACT OF MASTER DEGREE THESIS IN EDUCATION  
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