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## **Abstract**

### **The Role of Management by Objectives in Developing The competencies of school Principals in Tabuk Educational Directorate from Their point of View**

**Musa Bin Sulaiman Al- Harbi**

**Mu'tah University 2008**

This study aims at recognizing the extension by objectives style in developing the sufficiencies of school principals in Tabuk Educational Directorate from their point of view.

The study seeks to answering the following questions.

- 1 - What is the adjustment of management by objectives style to the devebpmnt school principals' Point of View ?
- 2- Are there differences of statistical significance at the standard of  $(0,05>a)$  between the averages of application degree of management by objectives style from school principals point of view that refer to the benefit of expert of experiences scientific qualification and interaction between them.
- The sample of study has included 261 Principals in Tabuk Education Directorate to the year 2007/2008
- The researcher has used a questionnaire of 49 sections that included six fields they are (objective limitation, planning systemizing and coordination, carryirgoot and follow up, evaluation and human sufficiencies).

And this study has been proved through psychometric specification of Validity and stability.

The study has proved the following results

- 1 - The adjustment of management by objective style to the development of school principals sufficiencies was to a great extent.
- 2 There are no differences of statistical significance at the standard indication  $(0,05>a)$  between the averages of application degree of management by objectives style as for school principals that refer to the benefit of experiences scientific qualify caution and interaction between them.
- 3 Within the lights of results of this study the researcher has assigned a number of recommendations, the most important one of them is:  
The preparation of the suitable administration atmosphere for the application of management by objectives style and the availability of necessary methods for its success at the school administration standard.

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**( Perlman, 2000 )**

(MBO) ( Administration by objectives)

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83.5	218	بكالوريوس
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37.2	97	6 - 10 سنوات
26.1	68	فأكثر 11
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0.75	0.94	9
0.70	0.88	10
0.77	0.89	8
0.64	0.65	7
0.83	0.82	6
0.87	0.84	9
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0.94	4.22	.	3
0.73	4.22	.	2
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0.95	4.14	.	15
2.14	4.12	.	16
0.79	4.06	.	11
0.79	3.97	( )	17
0.81	3.95	.	12
0.81	3.91	.	14
0.77	3.90	.	18
0.84	3.90	.	13
0.81	3.85	.	10
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0.87	4.28	.	20
1.43	4.24	.	21
0.80	4.19	.	23
0.82	4.18	.	22
0.83	4.12	.	25
0.84	4.09	.	26
0.82	4.08	.	24
0.85	4.03	.	27
0.77	4.02	.	19
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1.55	4.09	.	34
0.84	3.95	.	28
1.42	3.93	.	30
0.87	3.92	.	33
0.85	3.90	.	31
0.84	3.89	.	29
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0.84	3.85	.	35
1.58	3.85	.	40
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0.79	3.73	.	36
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0.78	4.45	49
0.79	4.40	45
0.79	4.36	47
0.81	4.34	44
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0.387	0.952	30.799	2	61.598	
0.321	1.756	56.802	2	113.605	
0.435	0.685	22.161	4	88.645	*
		32.345	252	8151.018	
			260	8414.866	

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0.378	0.976	1.856	2	3.711
0.700	0.711	1.3525	2	2.705
0.708	0.348	0.6613	4	2.645
		1.901	252	479.048
			260	488.109

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0.503	0.690	1.397	2	2.795	
0.239	2.12	4.299	2	8.597	
0.941	0.099	0.201	4	0.805	*
		2.026	252	510.472	
			260	522.669	

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0.878	0.130	0.534	2	1.067
0.876	0.343	1.413	2	2.825
0.950	0.087	0.361	2	1.444
	4.114		252	1036.834
			260	1042.17

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0.703	0.353	1.490	2	2.980
0.070	3.577	15.094	2	30.188
0.101	1.576	6.649	4	26.594
		4.219	252	1063.237
			260	1122.999

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0.196	1.638	3.326	2	6.651
0.345	1.660	3.382	2	6.763
0.116	1.493	3.031	4	12.123
		2.030	252	511.676
			260	537.213

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0.554	0.592	77.625	2	155.249	
0.311	1.797	235.477	2	470.953	
0.596	0.473	61.943	4	247.773	*
		131.062	252	33027.633	
			260	33902.608	

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