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4	.62	4.60		9
5	.59	4.53		15
6	.59	4.50		14
7	.50	4.50	( )	43
8	.53	4.49		2
9	.65	4.49		7
10	.50	4.49		16
11	.58	4.45		11
12	.55	4.45		27
13	.50	4.44		33
14	.55	4.44		36
15	.60	4.43		13
16	.56	4.43		24
17	.50	4.43		40
18	.59	4.43		42
19	.64	4.42		32
20	.56	4.41		3
21	.60	4.41		35
22	.52	4.41		39
23	.55	4.38		12
24	.61	4.38		17
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26	.54	4.35		8
27	.60	4.35		25
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29	.58	4.34		21
30	.47	4.33		37
31	.56	4.31		5
32	.59	4.29		4
33	.58	4.27		18
34	.53	4.24		22
35	.58	4.24		23
36	.54	4.23		10
37	.58	4.22		1
38	.58	4.19		20
39	.51	4.16		26
40	.68	4.13		28
41	.77	4.12		30
42	.64	4.10		6
43	.89	4.04		29
44	.79	4.04		31
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27	.92	3.92		4
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30	.95	3.86		23
31	.76	3.85		10
32	.98	3.83		30
33	.99	3.82		37
34	1.01	3.82		40
35	.86	3.81		22
36	.86	3.78		29
37	1.13	3.74		25
38	.98	3.65		20
39	1.10	3.61		26
40	1.09	3.60		12
41	.97	3.53		6
42	1.09	3.51		28
43	1.29	3.42		31
44	1.16	3.40		17
	.54	3.97		

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.248	4.28	46	5-1	
.243	4.35	57	10-6	
.265	4.48	41	10	
.298	4.32	34		
.313	4.28	30		
.165	4.37	31		
.297	4.42	24		
.128	4.49	25		
.241	4.31	52		
.278	4.41	77		
.206	4.36	15		
.244	4.42	90		
.267	4.28	54		
.215	4.41	127		
.373	4.07	17		

(6)

.004	5.731	.298	2	.596	
.174	1.614	.084	4	.336	
.577	.552	.029	2	.057	
.645	.213	.011	1	.011	
.000	15.522	.807	1	.807	
		.052	133	6.915	
			143	9.737	

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10	10-6	5-1		(J)
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		-07	4.35	10-6
	-.12(*)	-.20(*)	4.48	10

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.305	3.96	46	5-1	
.658	3.77	57	10-6	
.464	4.25	41	10	
.410	4.02	34		
.559	3.79	30		
.472	4.00	31		
.603	4.04	24		
.690	4.00	25		
.467	3.88	52		
.560	4.06	77		
.661	3.82	15		
.629	4.00	90		
.361	3.91	54		
.569	3.98	127		
.295	3.88	17		

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.000	10.594	2.717	2	5.434	
.181	1.588	.407	4	1.629	
.207	1.596	.409	2	.819	
.236	1.416	.363	1	.363	
.630	.234	.060	1	.060	
		.256	133	34.109	
			143	42.385	

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10	10-6	5-1		(J)
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		.19	3.77	10-6
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## **The Effective Islamic Administration Principles , Beliefs and Practices Field Study on a Sample of School Headmasters in ASIR Region**

*Hani Salah Sa'd \**

### **ABSTRACT**

The study targeted school headmasters in ASIR region , aims at estimating their belief and/or practicing of The “Effective Islamic Administration Principles” in running schools , and the degree of correlation between belief and practice moreover testing efficiency of a set of independent variables in headmasters response. To achieve this goal; a questioner consisting of 44 principles of “The Effective Islamic Administration principles” were built passing through different stages ,The sample of school principals was chosen randomly and analysis was carried to show that principals very strongly believe in 33 out of the 44 principles that were tested . Also, they believe in the rest of 11 remaining principles. Nevertheless they practice as little as only 4 of these principles on a very highly basis, 32 of these principles on a highly basis and 8 of these principles on a moderate basis. The study has also shown a deal of contrast between belief and practice, and didn't show any significant difference referring to study variables: field of study, school's place, stage of study. Considerable statistical significance was noticed in degree of belief in the principles because of experience and the professional trainings. Finally a statistical significance was also noticed in degree of practice was endorsed to the experience variable only. At the end of the study the researcher offered suggested recommendations.

**Keywords:** Islamic Administration Principles, Beliefs, Practices, Headmasters ASIR Region.

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