ەھىە

التفكير الاستراتيجي وعلاقته بجودة الحياة المهنية فى ضوء بعض المتغيرات الديموجرافية لدى مجموعات من المتدربين ببرنامج إجازة التأهيل التربوي بالأزهر الشريف

## د/ زين العابدين محمد على وهبة¹

ملخص:

هدف البحث التعرف على التفكير الاستراتيجي وجودة الحياة المهنية والعلاقة بينهما في ضوء بعض المتغيرات الديموجرافية، المكان والنـوع والعمــر ونـوع التعليـم وعــدد سنوات الخبرة والمستوى التعليمي وتكونت عينة الدراسة من (275) معلماً ومعلمــة بالأزهر الشريف للعام 2018 - 2019م طبق عليهم مقياسين التفكير الاستراتيجي وجـودة الحيـاة المهنيـة (إعـداد البـاحث) واسـتخدم الأسـاليب الإحصـائية التاليـة: المتوسـطات الحسـابية والانحرافـات المعياريـة والاوزان النسـبية وتحليـل التبـاين الاحادي واختبار شيفيه لمعرفة اتجاه الفروق واختبار ت لعينتين مسـتقلتين وتوصـلت الدراسـة الـي النتائـج التاليـة : امتلاك عينـة الدراسـة مسـتوي مرتفـع مـن التفكيـر الاستراتيجي وجودة الحياة المهنية ووجود علاقة ارتباطية بينهما باسـتثناء بعـد الاجــور والتخطيط والقيادة. ووجود فروق في بعد التقييم والإبـداع والتجديـد والدرجـة الكليـة للتفكير الاستراتيجي للمكان للوجه البحري وفي بعد التخطيط للنـوع للـذكور ومتغيـر العمر للعمر الكبير وفي بعد الإبـداع والتجديـد للمسـتوي التعليمـي للمؤهـل جـامعي. وعدم وجود فروق في بعدين التخطيط والقيادة للمكان. وفي أبعـاد القيـادة والتقييـم والإبداع والدرجة الكلية للنوع والعمر. وفي أبعاد التخطيط والقيادة والتقييم والدرجــة الكلية للتفكير الاستراتيجي للمستوى التعليمي وسنوات الخبرة ونوع التعليم . ووجود فروق في بعد الآمن والأجور والاستقرار والمشاركة والدرجـة الكليـة لجـودة الحيـاة المهنية للمكان للوجه القبلي وفي بعدي الآمن والاسـتقرار للنـوع للـذكور. وفـي بعـد الأمن والاستقرار والترقية في العمر للعمر الكبير. وفي بعد الآمن للمستوى التعليمي للمؤهل الجامعي. وفي بعد المشاركة والدرجـة الكليـة لجـودة الحيـاة المّهنيـة للنـوعُ التعليم للتعليم الأزهري. وعدم وجود فروق في بعد العلاقات والترقية للمكـان. وفـي بعد العلاقات والأجور والمشاركة والترقية والدرجة الكلية لجودة الحياة المهنية للنوع. وفي بعد العلاقات الأجور المشاركة والدرجة الكلية لجودة الحياة المهنية للعمر. وفي بعد العلاقات والأجور والمشاركة والترقية والاستقرار والدرجـة الكليـة لجـودة الحيـاة المهنية للمستوى التعليمـي وسـنوات الخـبرة. وفـي بعـد الآمـن والعلاقـات والأجـور والاستقرار والترقية لنوع التعليم.

الكلّمـاتُ الْمفَتاحيـةُ : التّفكيـر الاسـتراتيجي- جـودة الحيـاة المهنيـة– المتغيرات الديموجرافية.

<sup>–</sup> المدرس بقسم علم النفس التعليمي والاحصاء التربوي – كلية التربية بالقاهرة –  $^{1}$ 

## التفكير الاستراتيجي وعلاقته بجودة الحياة المهنية في ضوء بعض المتغيرات الديموجرافية

Strategic Thinking and its Correlation with Quality of Professional Life in the Light of some Demographic Variables among a Sample of Al-Azhar Al-Sharif Teachers Studying at the Educational Rehabilitation Program.

By Dr. Zine El-Abideen Mohamed Ali Wahba

Lecturer at the Department of Education Psychology and Statistics, Faculty of Education (Cairo), Al-Azhar University

## **ABSTRACT**

The current research aimed to identify strategic thinking, professional life quality and the correlation between them in the light of some demographic variables, namely, place, gender, age, type of education, years of experience, educational level. The study participants were 275 teachers in the Educational Rehabilitation Program at Al-Azhar Al-Sharif during the academic year 2018/2019 A.D. The participants completed the strategic thinking scale and the quality of professional life scale (developed by the researcher). The following statistical methods were adopted for fulfilling the study aims: arithmetic means, standard deviations, relative weights, one way ANOVA, Scheffe test and independent samples t test. The study attained the following results: the study participants have higher levels of strategic thinking and quality of professional life and there was a correlation between the degrees of strategic thinking and the quality of professional life except for the dimensions of wages, planning and leadership. There were differences in the evaluation, creativity and innovation dimensions and the total degree of strategic thinking that may be attributed to the variable of location and was in favor of the Lower Egypt. There were differences in the planning dimension due to the gender variable, which was in favor of males. There were differences in the planning dimension, due to the variable age in favor of the old. There were differences in the dimension of creativity and innovation attributed to the level of education variable and was in favor of the university qualification. There were no differences in the planning and leadership dimensions due to the variable of place, and there were no statistically significant differences in the dimensions of leadership, evaluation, creativity and innovation and the total degree which may be attributed to the gender variable. There were no statistically significant differences in the dimensions of leadership, evaluation, creativity and innovation, and the total degree which may be attributed to the age variable. There were no differences in the dimensions of planning, leadership, evaluation, creativity and innovation, and the overall degree of strategic thinking which may be attributed to the type of education variable. There were no differences in

the dimensions of planning leadershin evaluation creativity and (200) (100) ich may be أكتوبر 2019 attributed to the years of experience and the level of education. There were differences in the dimensions of safety, wage and stability, participation and the total degree of quality of professional life due to the location variable and in favor of Upper Egypt, and there were differences in the correlation and promotion variables that may be attributed to the place variable (Lower Egypt). There were differences in the safety and stability dimensions due to the gender variable and in favor of males, and there were no differences in the dimensions of relationships, wages, participation, promotion and the total degree of the professional life quality due to gender variable (males). There were differences in the security, stability, and promotion dimensions which may be attributed to the age variable and in favor of the old, and there were no differences in the relationships dimensions, wages, participation and the total degree of quality of life due to the age variable (the old). There were differences in the safety dimensions due to the educational level variable which was in favor of the university education, and there were no differences in the relationships, wages, participation, promotion, stability variables and the total degree of the quality of professional life due to the level of education variable (Al-Azhar Education). There were no differences in the dimensions of relations and promotion due to the variable place. There were no differences in the dimensions of relations, wages, participation, promotion, and total degree of quality of life attributed to the gender variable. There were no differences in the dimensions of relations, wages, participation and the total degree of the quality of life attributed to the age variable. There were no differences in the dimensions of relationships, wages, participation, promotion, stability and total degree of the quality of professional life attributed to the level of education and years of experience variables. There were no differences in the dimensions of safety, relations, wages, stability and promotion attributed to the variable type of education.

Keywords: strategic thinking, quality of professional life, - demographic variables.