

Abstract

The Aggression on Yemen and its Relation with Educational Wasting in General Education Schools in Sadah Governorate

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The aim of this research, in general, is knowing the relation between aggression on Yemen and educational wasting in General Education schools in Sadah Governorate. The research sought to achieve the following branch objectives:

1. Knowing the effects of aggression on Yemen in general education schools in Sadah Governorate resulting from the aggression on Yemen (2015) according to the point view of teachers of these schools.
2. Knowing the effects of aggression on Educational and non-educational wasting in general education schools in Sadah Governorate resulting from the aggression on Yemen (2015) according to the point view of teachers of these schools.
3. Knowing the character of the relationship between the reality of effects of aggression on Yemen and the educational wasting in the general education schools in Sadah Governorate.
4. Determining the differences which have statistical denotation between the responses of individuals' sample about the reality of the effects of aggression and its relation with educational wasting in general education schools in Sadah Governorate.

The researcher used the analytical descriptive methodology, and the research sample was consisted of (189), formed from male and female

teachers at basic and secondary schools those still working in the directorates of Sadah governorate.

To achieve the research objectives the researcher prepared questionnaire as a tool consisted of (64) statements were distributed on three domains.

The research arrived to a number of results the most important of them are:

1. The mean of the whole degree for the domain of the effects aggression was (2.39), that indicate to the effects of aggression on Yemen at general education schools in Sadah Governorate from the point view of teachers in these schools was high degree in general.
2. The mean of the degrees of about the aspects of educational wasting for the domain of educational and non-educational effects as a whole was (2, 49), that point to the effects of aggression on Yemen was at high degree in general.
3. The relationship' nature between the actual effects of aggression and the educational wasting have positive correlation, that when the effects of aggression increase meets with increasing of educational wasting phenomenon.
4. There were statistically function differences at the level (0.05) among the responses of the sample individuals in about the effects of aggression and its relation with educational wasting at general education schools in Sadah Governorate, according the following:
 - a) There were no statistically function differences at the level less than (0,05) among the responses of sample individuals in their description for actual aggression effects on Yemen attributed to the scientific certificates.
 - b) There were no statically function differences at the level less than (0,05) among the responses of sample individuals in their

description for actual aggression effects on Yemen attributed to experience years variable.

- c) There were no statistically function differences at the level less than (0,05) among the responses of sample individuals in their description for actual aggression effects on Yemen attributed to gender variable.
- d) There were statistically function differences at the level less than (0.05) among the responses of sample individuals in their description for actual aggression effects on Yemen at these two domains attributed to the gender variable for the advantage of females.
- e) There were statistically function differences at the level less than (0.05) among the responses of sample individuals in their description for actual aggression effects on Yemen at the whole degree level for the domain and the degree level of the domain related to the effects of aggression related to curricula, the domain related to teacher, and the domain related to scholar buildings attributed to educational district variable.
- f) There were no statistically function differences at the level more than (0.05) among the responses of the sample individuals in their description for actual aggression effects related to the three domains of scholar administration, students, and tests, attributed to educational districts.
- g) There were statistically function differences at the level more than (0.05) among the responses of the sample individuals in their description for actual aggression effects belong to spreading educational wasting phenomenon resulted from the aggression on the whole level degree of the non-educational effects domain were attributed to educational district, the

differences were for the advantage male teachers in the schools of rural areas.

- h) There were statistically function differences at the level more than (0.05) among the responses of the sample individuals in their description for actual non educational effects of aggression on the level the two domains: economic and social were attributed to educational district variable.