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جامعة القدس
عمادة الدراسات العليا
برنامج العمل الاجتماعي / دائرة الخدمة الاجتماعية



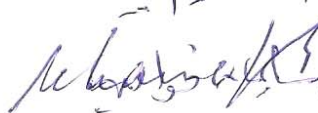
إجازة الرسالة

انعكاسات استخدام شبكة الانترنت على طلبة المرحلتين الأساسية العليا والثانوية في
مدارس البلدة القديمة بالقدس

اسم الطالبة: عبير نعيم عيسى "الشيخ قاسم"
الرقم الجامعي: 20714099

المشرف: د. سهيل حسنين

نوقشت هذه الرسالة وأجيزت بتاريخ: 18 / 8 / 2010 من أعضاء لجنة المناقشة المدرجة
أسمائهم وتواقيعهم:

التوقيع: 
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- 1- رئيس لجنة المناقشة: د. سهيل حسنين
- 2- ممتحنا داخليا: د. احمد فهيم جبر
- 3- ممتحنا خارجيا: د. سليمان شتيوي الخوالدي

القدس - فلسطين

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16	2.4.2

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20	2.5.2
23	2.5.3
27	2.5.4
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31	3.1
31	3.2
33	3.3
38	3.4
42	3.5
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43	4.1
49	4.2
49	4.2.1
51	4.2.2
53	4.2.3
	4.3
56	4.3.1
57	4.3.2
59	4.3.3
63	4.3.4
65	4.3.5
67	4.3.6
70	4.3.7
73	4.3.8

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79	5.1
83	5.2
91	5.3
91	5.3.1
93	5.3.2
94	5.3.3
96	5.3.4
98	5.3.5
100	5.3.6
101	5.3.7
103	5.4
106	5.5
109	5.6
115	
119	
122	

32		1
33		2
34		3
35		4
36		5
37		6
40	(Pearson Correlation)	7
41		8
43		9
44		10
45		11
46		12
48		13
50		14
	:	
	(11-1)	
52		15
	:	
	(22-12)	

54		16
	:	
	(33-23)	
56		17
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58		19
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62		23
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75		38
76		39
77		40
77		41

33		1
34		2
35		3
36		4
37		5
44		6
45		7
46		8
47		9
48		10
51	(11-1)	11
53	(22-12)	12
55	(33-23)	13
56		14

122		1
126		2
127		3
128		4

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() t ()
(556) (18-12)
(Scheffe) (ANOVA)
.SPSS

(0.62) (3.36)

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16-14

The implications of Internet usage on the students of higher basic and secondary schools in the old city of Jerusalem

Prepared by: Abeer Na'eem Essa "Alsheikh Qasem"

Supervisor: Dr. Sohail Hasnain

Abstract

The main aim of the research is to know the implications of Internet usage via student positions of the two phases, higher basic and secondary, in the schools of the old city of Jerusalem, and their attitudes towards the general use of the Internet especially the negative one, in addition to, the bad habits of the negative use of the Internet.

Also, it tries to determine the possible differences in these implications, which resulted from the variance in the independent variables of the research's population.

The research uses an questionnaire tool that was developed specifically for the purposes of it. One population was utilized (N=556), in the age group (12-18) which consisted of pupils from three schools of the Palestinian Authority (Al-Awqaf) inside the old city who are using the Internet, 71.4% of whom were male, and 28.6% were female.

Data were analyzed by SPSS, using descriptive statistics and inferential statistical analysis and were tabulated. Results are presented as percentages, frequencies, t-test and ANOVA and test of dimensional comparisons (Scheffe's post hoc test) were used.

The main findings of the research showed that attitudes of the students towards the Internet were moderate\medium for the three factors of the research: arithmetic mean (3.36), standard deviation (0.62), the general usage

factors obtained high scores, followed by the negative use factors, then the acquired bad habits factors of Internet usage. Also, the findings of the research indicate that there exist statistically significant differences in Internet usage that resulted from some independent variables, such as: gender, class, age, place of usage, number of hours spent in using the internet and the number of years). There are no significant statistical differences due to the education level of the parents.

The findings were discussed in the light of the previous scientific studies, and the dominant social and political circumstances of the research area. According to the discussions I have drawn many conclusions, the most important of them are:

There are differences in the positions attitudes of the students from general use and negative use of the Internet, especially for the ages 14-16 years, this make us to conclude that a large segment of this category does not use the Internet in the positive direction. The absences of entertainment areas, and the community institutions for serving the youth and teenager group in the old city, make this group escape to unmonitored usage of the Internet in order to meet their needs.

The most important recommendation is conducting more researches in the topic of the spread of Internet Cafes in the neighborhoods of East Jerusalem, and the way the students use it, and its impact on their behavior.



1.1

(2002)

1.2

1.4

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(1)

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(2)

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(3)

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(4)

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1.5

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(1)

(2)

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(4)

1.6

(1)

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(7)

(8)

1.7

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(33)

5 1

(2) (3) (4) (5) : 5 1

.(1)

1.8

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2009

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1.9

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69/68

1980

1994

1988

.(2008)

:(18-12)

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.(2006

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2.1

(174,400)

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. (591,400)

(%29,5)

%26

2600

.(2008)

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.(2003)

.(2002)

2005

(25)

%41,9

(15)

) %71

(30)

%63

.(2005

.(2002)

1967

)

.(2004

2.2

/

(18-12)

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%18

%42

.(2004

16-12

.(2004)

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2.3

(1996)

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%69

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%31

.(1996 2002)

%63

%81

%80

.(2002)

(26-10)

(2002) .

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(1)

(2)

(3)

(4)

2.4

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2.4.1

.1996 1993

1969

.Milnet Arpanet

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Military Network

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1986

NSF

.(2008)

Nsfnet

2.4.2

(International Network)

(Internet)

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.(2008)

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2.5

2.5.1

(Shao-Kang, et al. 2005)

(Scott, 2005)

(Veronika, 2005)

(18-12)

%50

%26

•(Engelberg & Sjoberg, 2004)

(Colwell & Kato, 2003)

(2006)

18

(2005)

472

(214 258) 35-14

%54

%26,4 %27,6

%41,6

(2002)

(2008)

(2004)

2.5.2

(2002)

:

(2002)

(Downing, 2009)

(Mitchell, et al. 2007)

(17-10)

%20

(Mitchell & Ybarra, 2007)

)

17-10

1500

%35 (

%38

(Lin & Tsai, 2002)

%88

753

(Parker & Taylor, 2008 Griffiths & Wood, 2000)

%63 (2006)

%97

17-12

(2005)

844

%39,9

%72,3

%25

%40

2.5.3

%90

(Debell & Chapman, 2003)

(17-15)

%75

(15-13)

%90

%59

(47)

.(

31)

(Whitlock, et al, 2006)

(23-16)

.

(Stahl & Fritz, 2002)

%97

16 -11

%40

%36

%41

%44

.

(Gross, 2004)

) 16-12

(

261

.(Subrahmanyam & Lin, 2007)

(18-16)

.

(2005)

(%76,6)

(2002)

30

(2002)

(2006)

(17-12)

%48

1995

(2009)

(2007)

12

160

16

18

%5,4

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(1)

(2)

(3)

(4)

(5)

(6)



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3.1

/

3.2

(18-12)

(635)

.(2009/2008

)

()

(1)

(367)

(183)

(85)

()

:(1)

367	79	80	89	56	63	-		
85	-	-	-	-	-	85		
183	-	-	49	41	42	51		()
635	79	80	138	97	105	136	3	

(88.5)

(562)

(635)

(40)

(6)

(556)

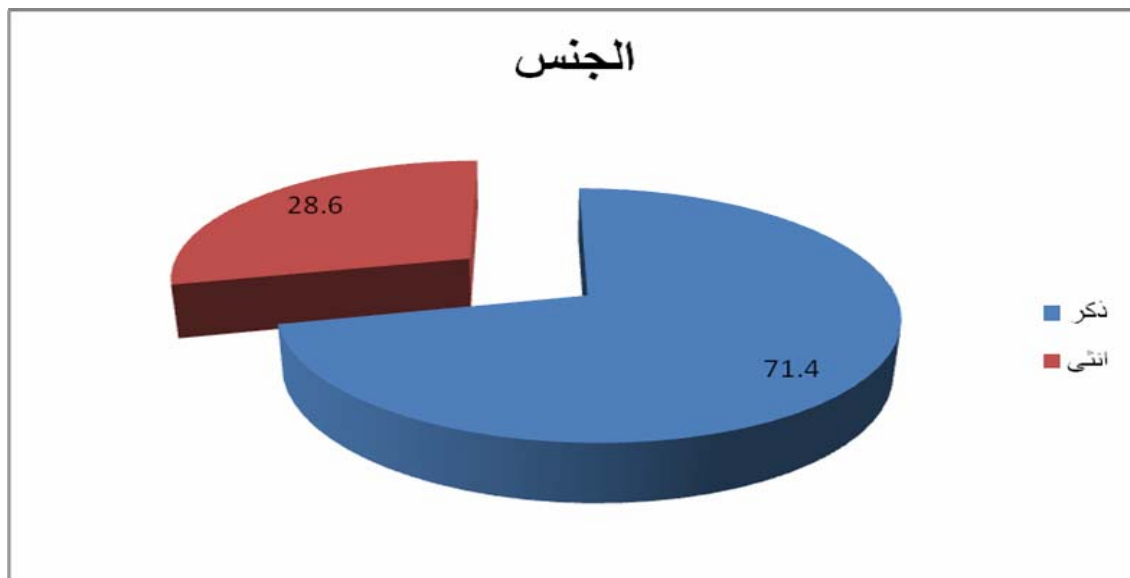
(87.5)

%71.4 : (2)

.(1) %28.6

:(2)

71.4	397	
28.6	159	
%100	556	



:(1)

(3)

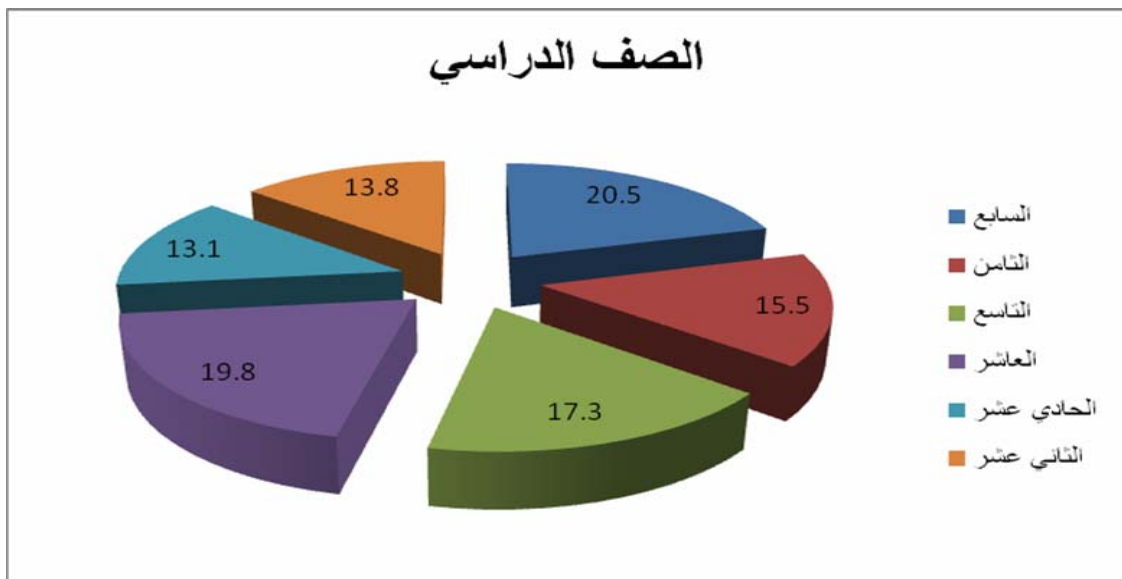
%20.5

(2)

.%13.1

:(3)

20.5	114	
15.5	86	
17.3	96	
19.8	110	
13.1	73	
13.8	77	
%100	556	



:(2)

15 (4)

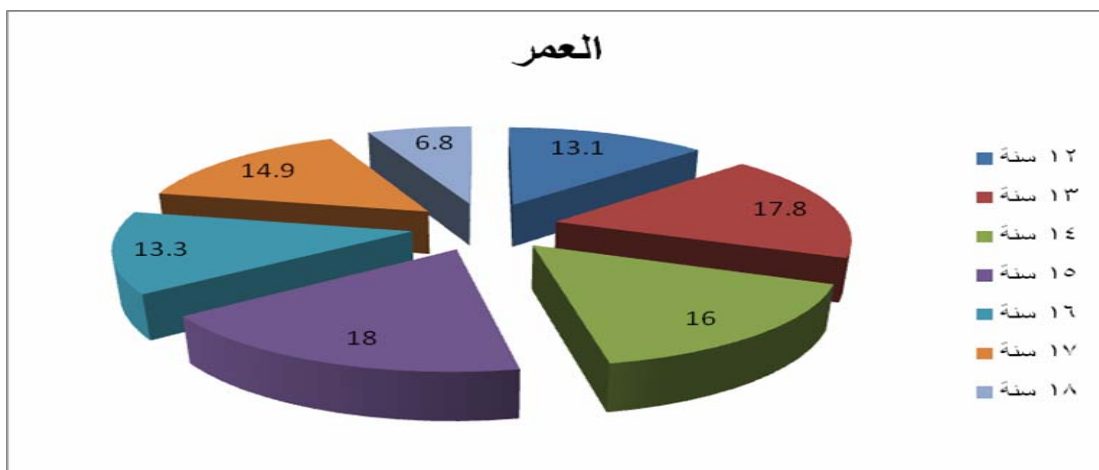
%6.8 18 %18

(3)

15-13

(4):

13.1	73	12
17.8	99	13
16.0	89	14
18.0	100	15
13.3	74	16
14.9	83	17
6.8	38	18
%100	556	



(3):

(5)

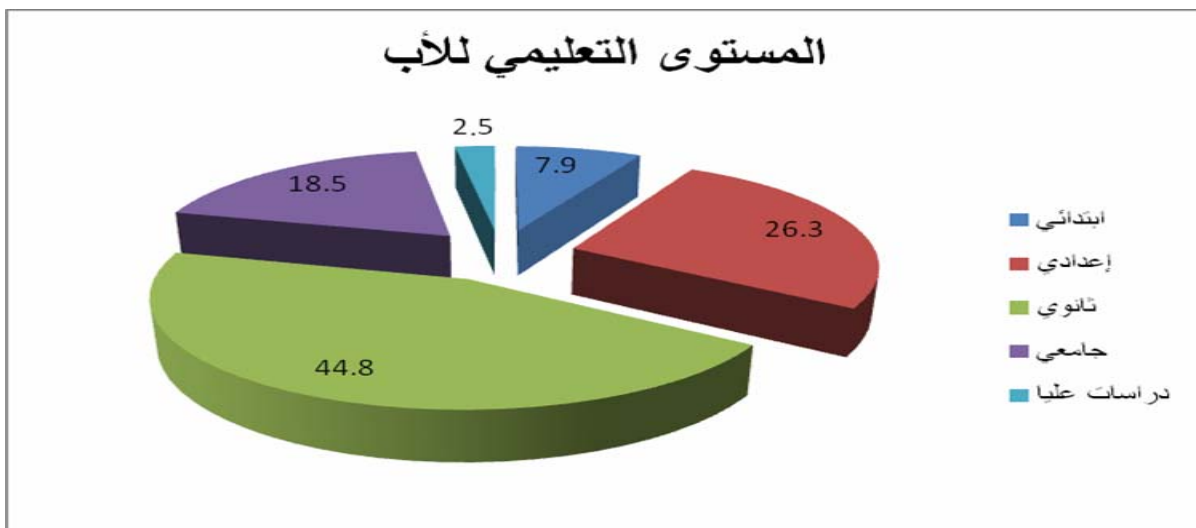
%44.8

.%2.5

(4)

(5):

7.9	44	
26.3	146	
44.8	249	
18.5	103	
2.5	14	
%100	556	



(4):

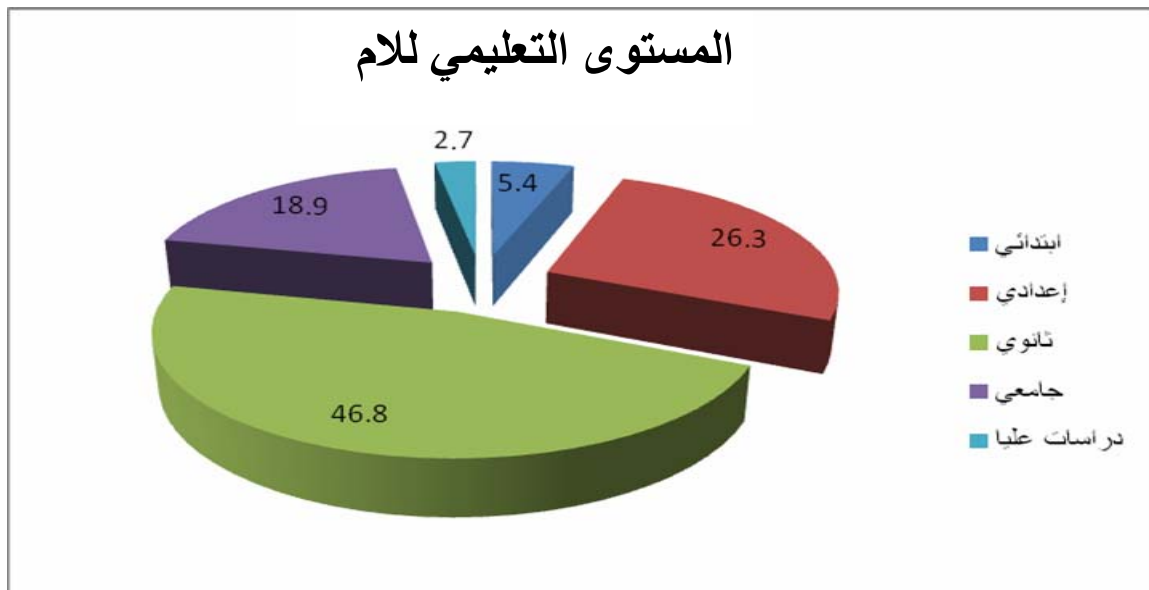
(6)

%46.8

.%2.5

:(6)

5.4	30	
26.3	146	
46.8	260	
18.9	105	
2.7	15	
%100	556	



:(5)

3.4

10

33

:

.(11-1)

-12)

.(22

.(33-23)

(41)

(43)

.(9,8)

(17 3)

.(33,26,32)

(1)

(2)

.(7)

(Pearson Correlation)

:(7)

	R		
0.000	0.320		1
0.000	0.325		2
0.000	0.383		3
0.000	0.330		4
0.000	0.269		5
0.000	0.292		6
0.000	0.391		7
0.000	0.181		8
0.034	0.090		9
0.012	0.106		10
0.000	0.379		11
0.000	0.563		12
0.000	0.591		13
0.000	0.460		14
0.000	0.598		15
0.000	0.512		16
0.000	0.513		17
0.000	0.481		18
0.000	0.663		19
0.000	0.679		20
0.000	0.464		21
0.000	0.639		22
0.000	0.472		23
0.000	0.443		24
0.000	0.516		25
0.000	0.601		26
0.000	0.534		27
0.000	0.407	()	28
0.000	0.639		29
0.000	0.578		30
0.000	0.530		31
0.000	0.541		32
0.000	0.528		33

(30)

()

(0.89)

(Cronbach's Alpha)

(0.88)

:(8)

0.6566	
0.8757	
0.8559	
0.8870	

:

(1

(Cronbach's Alpha)

(2

:

(3

()

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:

(4

()

(One Way ANOVA)

()

(scheff'e post hoc test)

.()

(SPSS)

(Statistical Package For Social Sciences)



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''

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4.1

(1

(6)

(9)

% 82.7

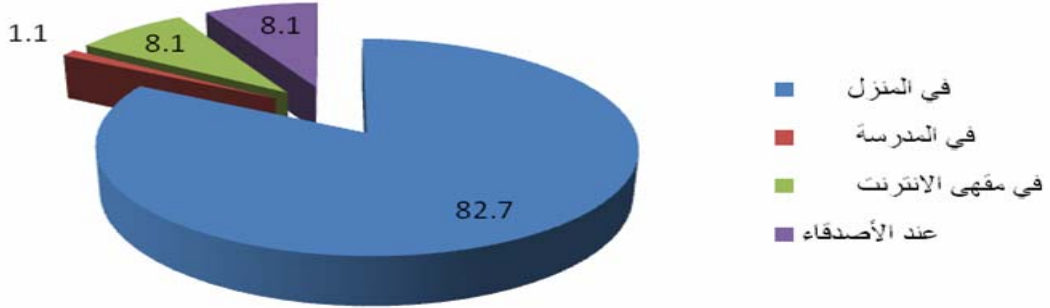
%1.1

%8.1

:(9)

82.7	460	
1.1	6	
8.1	45	
8.1	45	
%100	556	

مكان استخدام شبكة الإنترنت



(6):

(2)

(10)

3

%34.4

3-2

%16.2

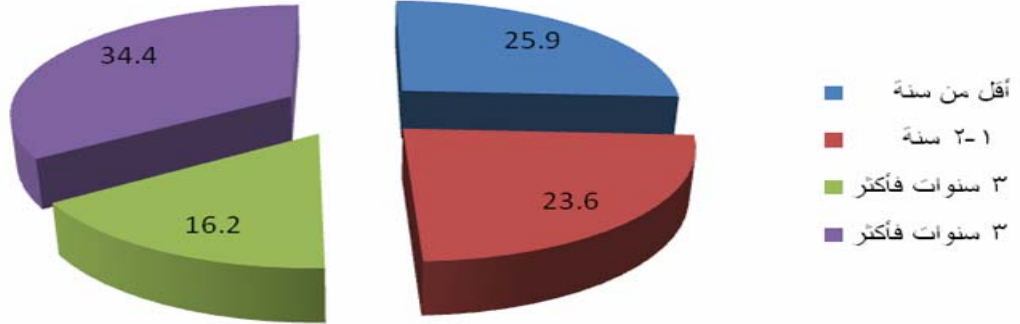
(7).

3

(10):

25.9	144	
23.6	131	2-1
16.2	90	3 - 2
34.4	191	3
%100	556	

مدة استخدام شبكة الإنترنت



(7):

(3)

(11)

38.1%

13.1%

3-2

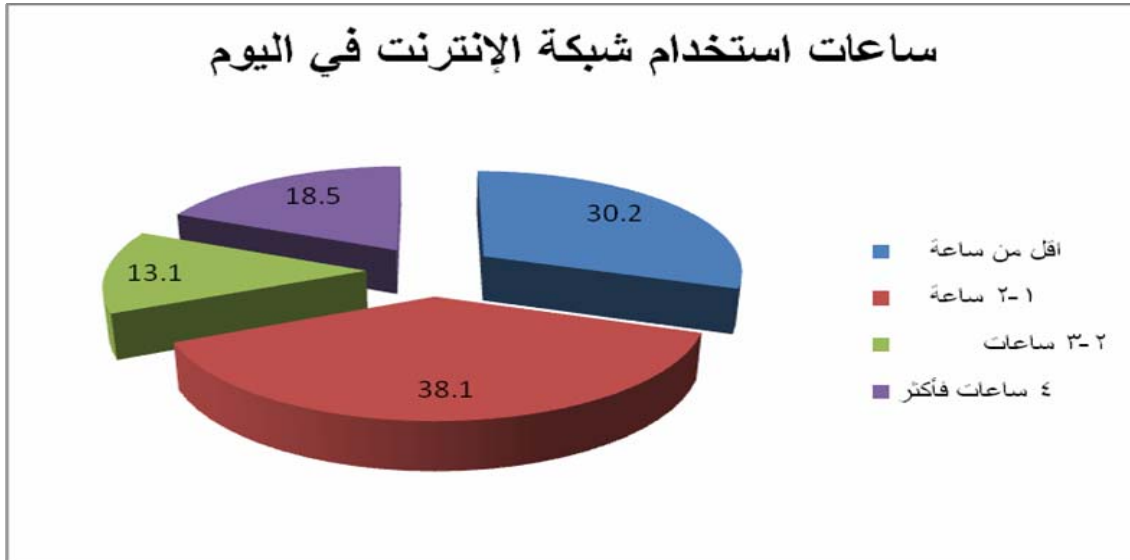
2-1

2-1

(8).

(11):

30.2	168	
38.1	212	2-1
13.1	73	3-2
18.5	103	4
%100	556	



(8):

(4)

(9)

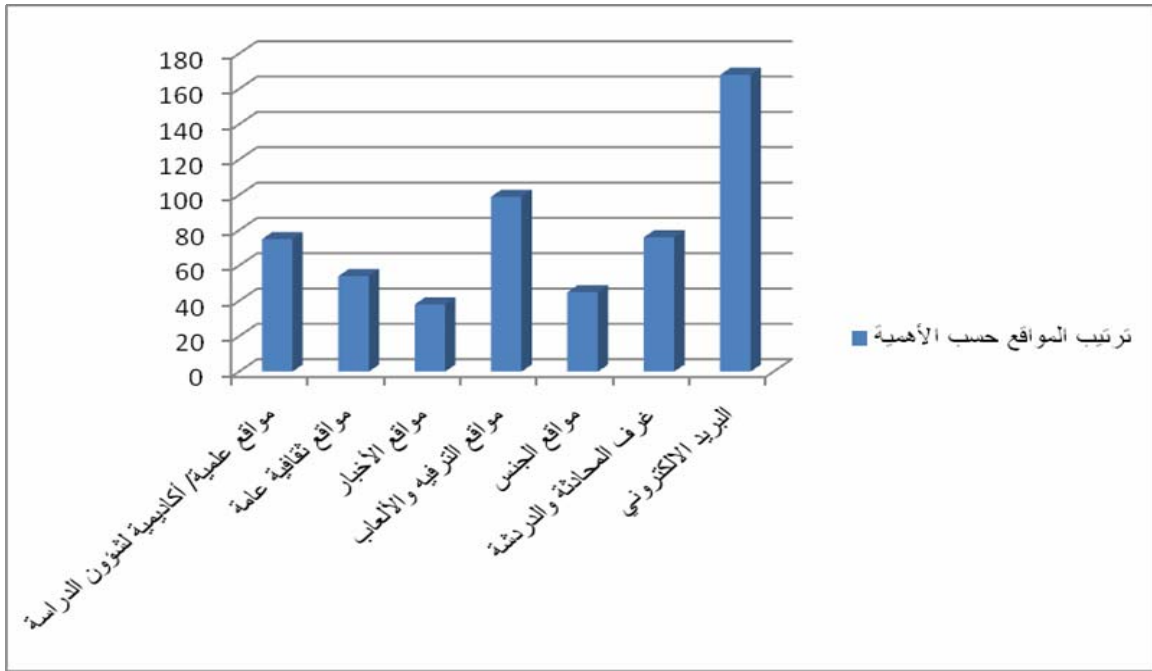
(12)

30.2%

6.8%

(12):

100	556	69.8	388	30.2	168		1
100	556	82.2	457	17.8	99		2
100	556	86.3	480	13.7	76		3
100	556	86.5	481	13.5	75	/	4
100	556	90.3	502	9.7	54		5
100	556	91.9	511	8.1	45		6
100	556	93.2	518	6.8	38		7



(9):

-5

(13)

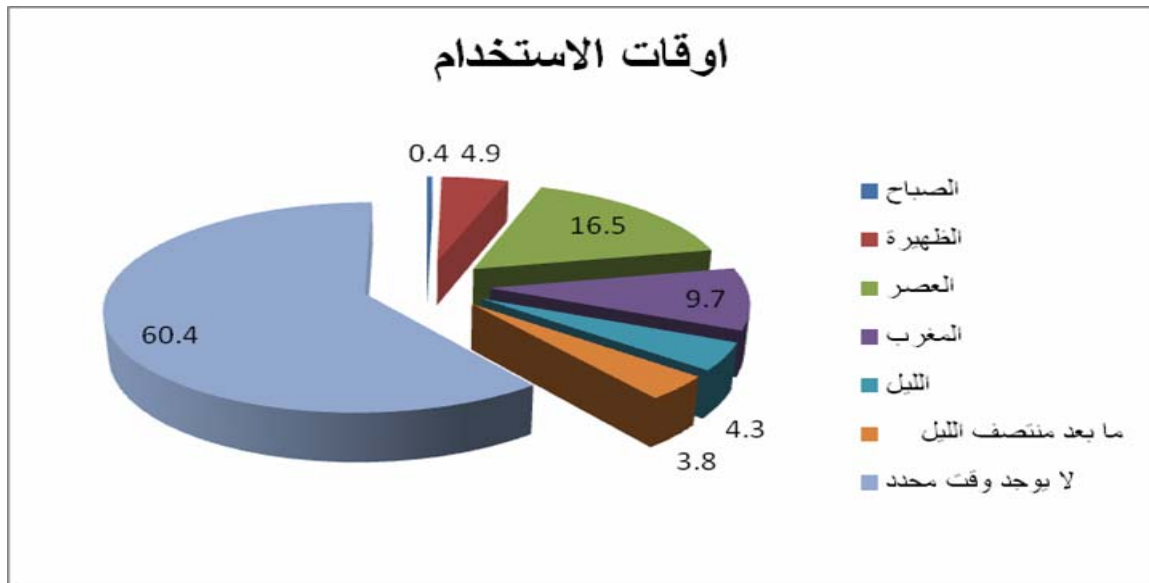
%60.4

%0.4

(10).

:(13)

0.4	2	
4.9	27	
16.5	92	
9.7	54	
4.3	24	
3.8	21	
60.4	336	
%100	556	



:(10)

:

2.49	
3.49 -2.5	
3.5	

4.2

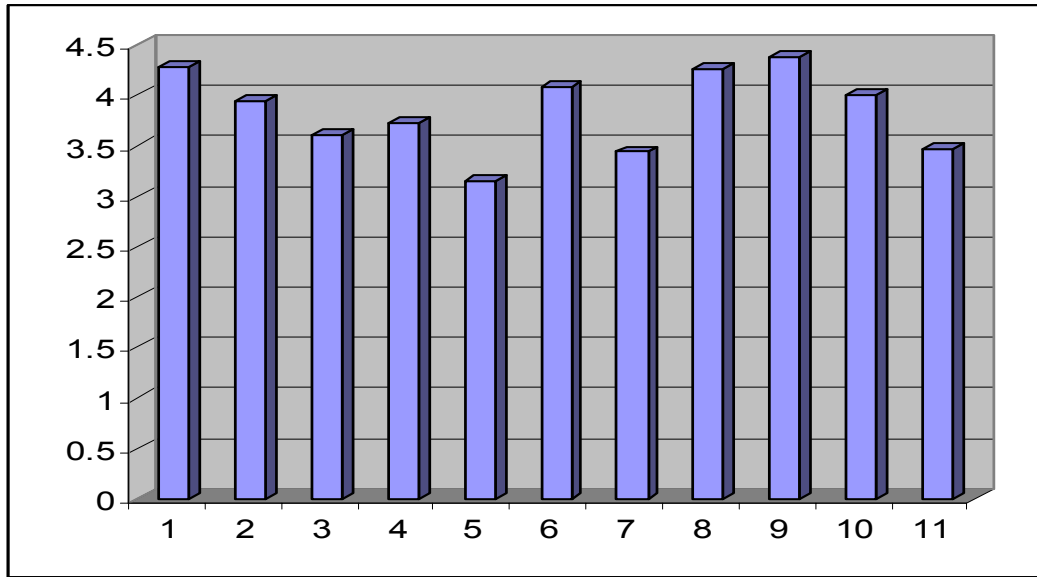
4.2.1

:(14)

:

(11-1)

0.85	4.28	48.6	36.2	12.1	1.8	1.4		1
1.06	3.95	35.8	39.7	12.8	7.9	3.8		2
1.10	3.61	20.7	43.2	17.8	13.5	4.9		3
1.18	3.72	30.0	35.8	16.2	12.2	5.8		4
1.30	3.15	16.4	29.7	23.0	15.3	15.6		5
1.001	4.09	41.5	37.4	11.9	7.0	2.2		6
1.36	3.44	30.6	22.5	17.8	18.9	10.3		7
0.99	4.26	53.1	30.4	9.9	3.2	3.4		8
0.97	4.39	63.8	20.5	10.3	2.3	3.1		9
1.28	4.003	51.4	20.3	14.0	5.6	8.6		10
1.29	3.47	27.3	27.3	20.0	15.8	9.5		11
0.54	3.85	%38.1	%31.2	%15	%9.4	%6.3		



(11-1)

:(11)

(3.85)

(14)

(0.54)

(11)

(14)

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(4.39)

.(3.15)

"

4.2.2

(15)

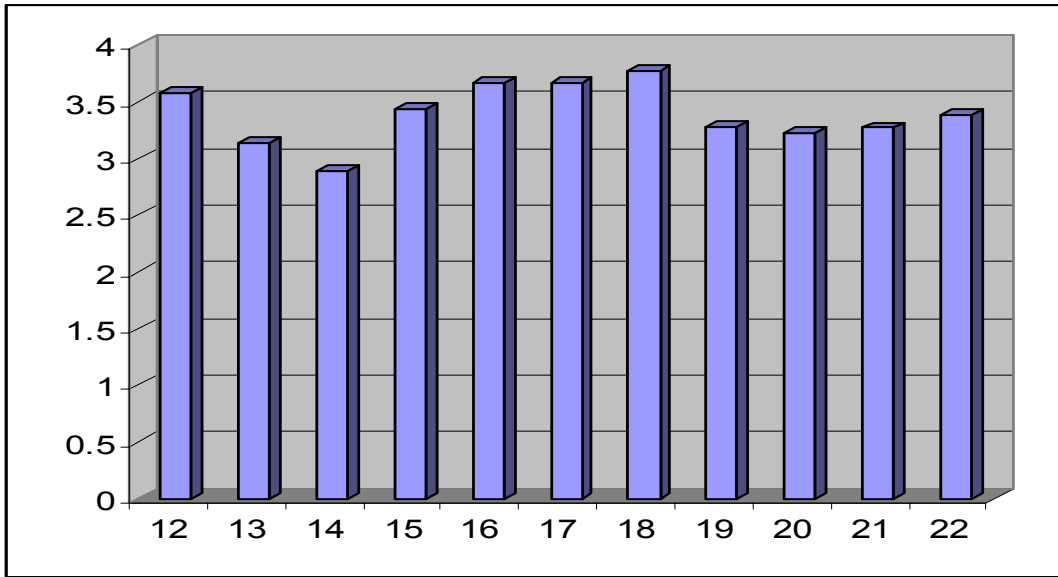
: (12)

:(15)

:

(22-12)

1.30	3.58	31.5	26.8	20.0	12.2	9.5		12
1.49	3.13	25.5	19.6	19.8	12.6	22.5		13
1.47	2.89	18.2	20.1	23.6	9.4	28.8		14
1.46	3.43	33.1	21.6	17.6	10.8	16.9		15
1.32	3.66	34.2	29.5	16.5	8.3	11.5		16
1.40	3.66	38.5	25.2	14.2	9.0	13.1		17
1.26	3.77	36.3	30.9	15.1	9.2	8.5		18
1.39	3.28	23.7	27.0	20.5	11.3	17.4		19
1.41	3.22	24.6	22.1	22.3	12.9	18.0		20
1.30	3.27	22.3	22.7	27.9	14.6	12.6		21
1.48	3.39	32.4	21.4	18.0	9.7	18.5		22
0.93	3.39	%29.1	%24.2	%19.6	%11	%16.1		



(22-12)

:(12)

(3.39)

(15)

(0.93)

(12)

(15)

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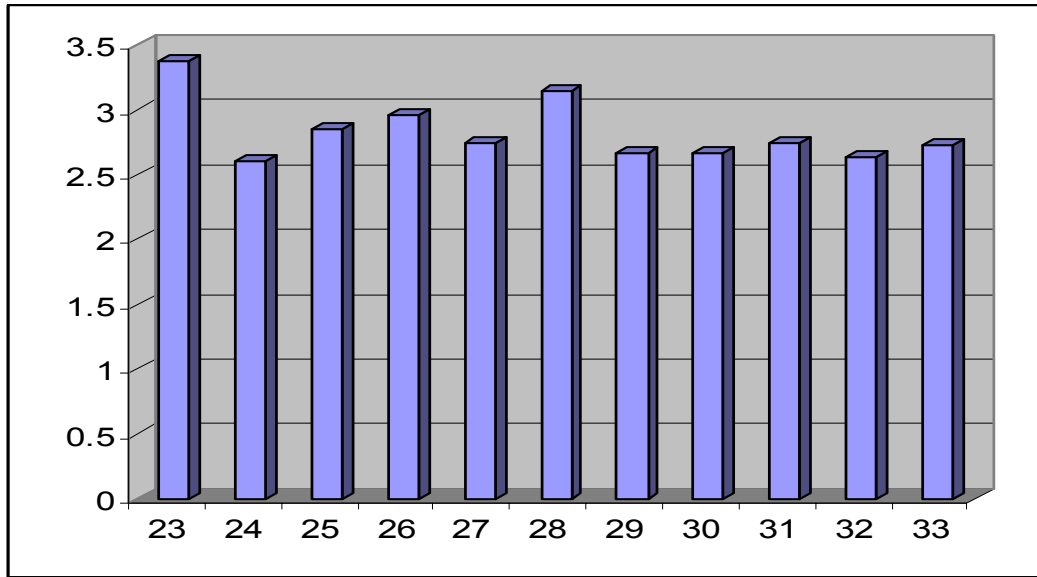
(3.77)

.(2.89)

4.2.3

: (13) (16) .
:(16)
:
(33-23)

1.49	3.38	33.8	20.5	11.9	18.0	15.8		23
1.47	2.60	16.9	13.7	14.6	22.8	32.0		24
1.40	2.85	16.9	18.5	20.9	21.0	22.7		25
1.49	2.96	22.3	19.6	13.8	21.0	23.2		26
1.40	2.74	15.6	16.2	20.5	21.9	25.7		27
1.46	3.15	25.2	19.6	21.2	13.5	20.5	()	28
1.48	2.67	17.1	15.3	18.3	16.7	32.6		29
1.45	2.67	16.5	14.9	18.0	20.9	29.7		30
1.42	2.74	16.7	15.3	20.7	20.3	27.0		31
1.47	2.64	16.4	13.5	21.9	14.4	33.8		32
1.49	2.73	19.4	12.4	21.8	14.9	31.5		33
0.93	2.83	%19.7	%16.3	%18.5	%18.7	%26.8		



(33-23)

:(13)

(2.83)

(16)

(0.93)

(16)

"

"

"

"

(3.38)

.(2.60)

(17)

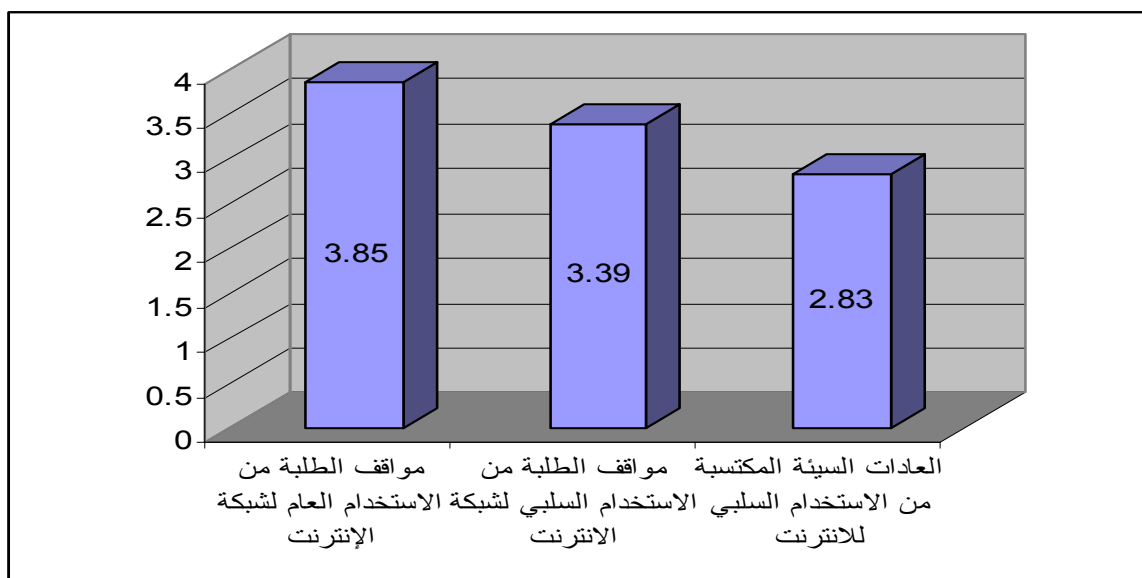
(3.36)

(0.62)

.(14)

:(17)

0.54	3.85	
0.93	3.39	
0.93	2.83	
0.62	3.36	



:(14)

4.3

4.3.1

$(0.05 \geq \alpha)$

:(18)

" " :(18)

	"t"					
0.000	4.251	0.52	3.91	397		
		0.55	3.69	159		
0.000	6.531	0.90	3.54	397		
		0.88	3.00	159		
0.000	8.948	0.88	3.04	397		
		0.85	2.31	159		
0.000	9.157	0.58	3.50	397		
		0.57	3.00	159		

(18)

(3.91)

4.3.2

(0.05 ≥ α)

:(19)

:(19)

0.609	3.66	73	12	
0.513	3.79	99	13	
0.546	3.86	89	14	
0.583	3.89	100	15	
0.502	3.96	74	16	
0.448	3.92	83	17	
0.547	3.88	38	18	
0.965	2.98	73	12	
0.964	3.25	99	13	
0.872	3.27	89	14	
0.871	3.51	100	15	
0.935	3.40	74	16	
0.895	3.62	83	17	
0.701	3.95	38	18	
0.982	2.76	73	12	
1.035	2.67	99	13	
0.913	2.83	89	14	
0.935	2.92	100	15	
0.969	2.82	74	16	
0.817	2.83	83	17	
0.719	3.16	38	18	
0.690	3.13	73	12	
0.701	3.24	99	13	
0.572	3.32	89	14	
0.591	3.44	100	15	
0.611	3.40	74	16	
0.551	3.46	83	17	
0.437	3.66	38	18	

(19)

(One-Way ANOVA)

.(20)

:(20)

	" "					
0.016	2.642	0.763	6	4.580		
		0.289	549	158.596		
			555	163.176		
0.000	6.799	5.550	6	33.298		
		0.816	549	448.096		
			555	481.395		
0.182	1.481	1.288	6	7.727		
		0.869	549	477.242		
			555	484.968		
0.000	4.627	1.731	6	10.385		
		0.374	549	205.355		
			555	215.739		

(0.000)

(4.627)

(20)

$(0.05 \geq \alpha)$

(3.96)

16

(3.95)

18

4.3.3

$(0.05 \geq \alpha)$

:(21)

:(21)

0.599	3.72	114		
0.486	3.74	86		
0.534	3.97	96		
0.565	3.89	110		
0.498	3.94	73		
0.474	3.87	77		
0.992	3.13	114		
0.917	3.09	86		
0.895	3.39	96		
0.873	3.51	110		
0.941	3.50	73		
0.761	3.81	77		
1.003	2.84	114		
0.977	2.62	86		
0.952	2.94	96		
0.891	2.72	110		
0.879	2.85	73		
0.821	3.06	77		
0.721	3.23	114		
0.616	3.15	86		
0.624	3.43	96		
0.559	3.37	110		
0.578	3.43	73		
0.499	3.58	77		

(21)

.(22)

(One-Way ANOVA)

:(22)

	" "					
0.003	3.715	1.066	5	5.330		
		0.287	550	157.846		
			555	163.176		
0.000	7.682	6.285	5	31.423		
		0.818	550	449.972		
			555	481.395		
0.039	2.361	2.038	5	10.191		
		0.863	550	474.777		
			555	484.968		
0.000	5.558	2.075	5	10.376		
		0.373	550	205.363		
			555	215.739		

(0.000)

(5.558)

(22)

$(0.05 \geq \alpha)$

(3.97)

(23)

.(24)

:(23)

* 0.041	0.2533		
0.119	0.2361		
0.934	0.0857		
1.000	0.0293		
0.919	0.0986		

(23)

.0.253

:(24)

* 0.000	0.6806		
* 0.000	0.7187		
0.104	0.4193		
0.411	0.3021		
0.498	0.3089		

* دالة إحصائية

(24)

0.718

.0.680

4.3.4

$(0.05 \geq \alpha)$

: (25)

:(25)

0.579	3.78	44		
0.554	3.86	146		
0.528	3.84	249		
0.563	3.87	103		
0.390	3.98	14		
0.924	3.19	44		
0.896	3.40	146		
0.936	3.42	249		
0.965	3.30	103		
0.825	3.92	14		
0.961	2.83	44		
0.922	3.01	146		
0.902	2.76	249		
0.960	2.72	103		
1.178	3.05	14		
0.646	3.27	44		
0.620	3.42	146		
0.603	3.34	249		
0.663	3.30	103		
0.560	3.65	14		

(25)

.(26)

(One-Way ANOVA)

:(26)

	" "					
0.764	0.461	0.136	4	0.544		
		0.295	551	162.632		
			555	163.176		
0.093	2.001	1.723	4	6.893		
		0.861	551	474.501		
			555	481.395		
0.062	2.258	1.955	4	7.820		
		0.866	551	477.149		
			555	484.968		
0.144	1.721	0.666	4	2.663		
		0.387	551	213.076		
			555	215.739		

(0.144)

(1.721)

(26)

$(0.05 \geq \alpha)$

4.3.5

$(0.05 \geq \alpha)$

: (27)

:(27)

0.627	3.89	30		
0.549	3.86	146		
0.522	3.84	260		
0.582	3.84	105		
0.364	3.96	15		
1.001	3.28	30		
0.899	3.35	146		
0.929	3.45	260		
0.973	3.30	105		
0.826	3.53	15		
0.944	2.98	30		
0.871	2.81	146		
0.947	2.80	260		
0.971	2.88	105		
1.071	3.07	15		
0.706	3.38	30		
0.600	3.34	146		
0.617	3.36	260		
0.660	3.34	105		
0.566	3.52	15		

(27)

.(28)

(One-Way ANOVA)

:(28)

	" "					
0.905	0.258	0.076	4	0.305		
		0.296	551	162.871		
			555	163.176		
0.515	0.816	0.708	4	2.834		
		0.869	551	478.561		
			555	481.395		
0.659	0.606	0.531	4	2.123		
		0.876	551	482.845		
			555	484.968		
0.855	0.334	0.131	4	0.522		
		0.391	551	215.217		
			555	215.739		

(0.855)

(0.334)

(28)

$(0.05 \geq \alpha)$

4.3.6

$(0.05 \geq \alpha)$

: (29)

:(29)

0.537	3.85	460		
0.408	3.46	6		
0.508	3.99	45		
0.603	3.72	45		
0.924	3.32	460		
0.802	3.22	6		
0.683	4.01	45		
1.015	3.48	45		
0.916	2.75	460		
1.067	3.19	6		
0.801	3.62	45		
0.880	2.80	45		
0.620	3.31	460		
0.508	3.29	6		
0.457	3.87	45		
0.590	3.33	45		

(29)

.(30)

(One-Way ANOVA)

:(30)

	" "					
0.035	2.894	0.842	3	2.527		
		0.291	552	160.650		
			555	163.176		
0.000	7.886	6.595	3	19.784		
		0.836	552	461.611		
			555	481.395		
0.000	12.805	10.518	3	31.553		
		0.821	552	453.415		
			555	484.968		
0.000	11.760	4.320	3	12.961		
		0.367	552	202.779		
			555	215.739		

(0.000)

(11.760)

(30)

$(0.05 \geq \alpha)$

.(4.01)

:(31)

* 0.000	0.6854		
0.274	0.7848		
0.056	0.5313		

*

(31)

0.685

:(32)

* 0.000	0.8659		
0.761	0.4253		
* 0.000	0.8141		

*

(32)

0.865

0.814

4.3.7

$(0.05 \geq \alpha)$

: (33)

:(33)

0.58	3.71	144		
0.50	3.80	131	2-1	
0.51	3.77	90	3-2	
0.50	4.02	191	3	
0.98	3.15	144		
0.98	3.27	131	2-1	
0.86	3.37	90	3-2	
0.82	3.66	191	3	
0.99	2.77	144		
0.88	2.72	131	2-1	
0.81	2.81	90	3-2	
0.96	2.96	191	3	
0.67	3.21	144		
0.62	3.26	131	2-1	
0.54	3.32	90	3-2	
0.56	3.55	191	3	

(33)

.(34)

(One- Way ANOVA)

:(34)

	" "					
0.000	11.058	3.083	3	9.250		
		0.279	552	153.926		
			555	163.176		
0.000	9.673	8.014	3	24.043		
		0.829	552	457.351		
			555	481.395		
0.108	2.033	1.767	3	5.300		
		0.869	552	479.668		
			555	484.968		
0.000	10.068	3.731	3	11.192		
		0.371	552	204.547		
			555	215.739		

(0.000)

(10.068)

(34)

$(0.05 \geq \alpha)$

(4.02) (3)

.(3.66) (3)

:(35)

* 0.000	0.3096		3
* 0.004	0.2203	2-1	
* 0.003	0.2513	3-2	

*

(35)

3

3

0.309

3

2-1

3

0.2203

3-2

3

3

0.2513

:(36)

* 0.000	0.5102		3
* 0.003	0.3868	2-1	
0.113	0.2852	3-2	

*

(36)

3

3

0.5102

3

2-1

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3

0.3868

4.3.8

$(0.05 \geq \alpha)$

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: (37)

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:(37)

0.54	3.58	168		
0.48	3.88	212	2-1	
0.46	4.02	73	3-2	
0.51	4.11	103	4	
0.98	3.13	168		
0.88	3.35	212	2-1	
0.91	3.60	73	3-2	
0.81	3.73	103	4	
0.93	2.69	168		
0.91	2.75	212	2-1	
0.87	2.86	73	3-2	
0.92	3.21	103	4	
0.64	3.13	168		
0.57	3.33	212	2-1	
0.55	3.49	73	3-2	
0.56	3.68	103	4	

(37)

.(38)

(One- Way ANOVA)

:(38)

	" "					
0.000	28.241	7.238	3	21.713		
		0.256	552	141.464		
			555	163.176		
0.000	10.775	8.877	3	26.630		
		0.824	552	454.764		
			555	481.395		
0.000	7.681	6.478	3	19.434		
		0.843	552	465.534		
			555	484.968		
0.000	19.772	6.978	3	20.933		
		0.353	552	194.806		
			555	215.739		

(0.000)

(19.772)

(38)

$(0.05 \geq \alpha)$

.(4.1130)

4

:(39)

* 0.000	0.3036		2-1
* 0.000	0.4459		3-2
0.233	0.1423	2-1	
* 0.000	0.5302		4
* 0.003	0.2266	2-1	
0.757	0.0843	3-2	

*

(39)

2-1

2-1

0.3036

3-2

3-2

0.4459

4

0.5302

4

0.2266

4

2-1

4

:(40)

* 0.004	0.4649		3-2
0.255	0.2485	2-1	
0.818	0.1339-	4	
* 0.000	0.5988		4
* 0.007	0.3824	2-1	
0.818	0.1339	3-2	

*

(40)

3-2

3-2

0.4649

4

4

0.5988

4

4

0.3824

2-1

:(41)

* 0.000	0.5205		4
* 0.001	0.4541	2-1	
0.113	0.3442	3-2	

* دالة إحصائية

(41)

4

4

0.5205

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0.4541

2-1



/ (18-12)

5.1

%28.6

%71.4

/

(2002)

%37.7

. %62.3
 . %26
 15-13 %51.8
 .
 %82.7
 %59 (Debell & Chapman, 2003)
 %76.6 (2005)
 .
 (2004)
 (Stahl & Fritz, 2002) %69.2
 . %97
 %34.4 3
 (2005)
 . (4-2)
 2-1 %38.1
 (2004)
 . 2-1 %40.9
 (2005)
 . 4-2

%60.4)

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%16.5

%30.2

(Gross, 2004)

(Whitlock, et al. 2006)

.(2000)

(Mitchell, et al. 2007)

17-10

%20

(Downing, 2009)

%13.5

16-14

(2006)

17-12

(Mitchell & Ybarra, 2007)

(Mitchell, et al. 2007)

5.2

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(0.62)

(3.36)

(0.54)

(3.85)

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%51.4

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(2004)

.(0.93)

(3.39)

" " %25.5

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.(2002)

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(3.58)

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(2002)

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(2003)

(2004)

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.(3.38)

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(2009)

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%8

%80

.(2002

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(1.49)

(2.96)

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(2.85)

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(2.74)

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(2.67)

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(2006)

18

%54 (2005)

5.3

: 5.3.1

(0.05 ≥ α)

(0.05 ≥ α)

(Subrahmanyam & Lin, 2007)

(2006)

(Gross, 2004)

: 5.3.2

(0.05 ≥ α)

(0.05 ≥ α)

(3.96)

16

.(3.95)

18

(2005)

(Gross, 2004)

16-12

18

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: 5.3.3

(0.05 ≥ α)

(0.05 ≥ α)

(3.97)

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(0.534)

(2006)

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(Gross, 2004)

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5.3.4

(0.05 ≥ α)

(0.05 ≥ α)

(Debell & Chapman, 2003)

(2002)

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(2002)

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: 5.3.5

(0.05 ≥ α)

(0.05 ≥ α)

.(0.683)

(4.01)

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(2006)

(2005)

: 5.3.6

(0.05 ≥ α)

(0.05 ≥ α)

3)

3)

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: 5.3.7

(0.05 ≥ α)

(0.05 ≥ α)

(0.51)

(4.11)

(Engelberg & Sjöberg, 2004)

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(Lin & Tsai, 2002)

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5.4

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16-14

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(18-12)

(635)

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%28.6

%71.4

. 15-13

%51.8

%82.7

%30.2

(0.62)

(3.36)

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1	2	3	4	5		
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معنا

طاقم البحث

قائمة أسماء محكمى أداة الدراسة

(41)

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- (1
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Awqaf Departement
Directorate of Education
Jerusalem



دائرة الأوقاف العامة
مديرية التربية والتعليم
القدس

Tele fax: -6276514

Email: info@jdoe.edu.ps

P.O.Box 19092

تلفاكس: 6276514-6286589

الرقم: إ/ت/774/15227

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الموافق: 1 ذو القعدة 1430هـ

مديرة/مدرسة المحترم/ة

تحية وبعد،،،

الموضوع: الطالبة الجامعية عيبير الشيخ قاسم

نرجو تسهيل مهمة الطالبة المذكورة أعلاه لإتمام متطلبات تخرجها من جامعة القدس

لنيل درجة الماجستير وتوزيع استمارات بحثية على الطلبة في المدارس لهذا الغرض.

مع الاحترام،،،،،



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