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إجازة الرسالة

أثر برنامج تدريبي قائم على اللعب بأسلوب درامي في خفض السلوك
العدواني لدى طلبة الصف الثامن الأساسي في مديرية التربية والتعليم/
وسط الخليل

اسم الطالب : عمر بدر الواي

الرقم الجامعي : 20812398

اسم المشرف : الأستاذ الدكتور: تيسير عبد الله.

نوقشت هذه الرسالة وأجيزت بتاريخ 2012/02/11م من لجنة المناقشة المدرجة
أسمائهم وتوقيعهم:

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|--------------|--|
| التوقيع..... | 1. رئيس لجنة المناقشة أ. د. تيسير عبد الله |
| التوقيع..... | 2. ممتحنا داخليا د. عمر الريموي |
| التوقيع..... | 3. ممتحنا خارجيا د. كامل كتلو |

القدس - فلسطين

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الإهداء

إلى من رسم الابتسامة على جبينني إلى الذين أنعم ببركة دعائهما إلى الكبييين أبي وأمي
إلى من رافقتني في درب الخير والعطاء، وساهمت بإخراج هذه الرسالة إلى حيز النور

إلى زوجتي الغالية سادة

إلى أبنائي محمد ورماس

إلى إخوتي ونوجاتهم وأولادهم، وأختي أم محمد وأولادها

إلى فلسطين ترابها..... هوائها

إلى الشهداء الأبرار، إلى الأبطال الأحرار في سجون الاحتلال أسرى البطولة والتضحية

إلى كل من سلك طريقاً يلتبس به علماً

إلى جميع أهلي وأحبائي، وأصدقائي

أهدي لهم جميعاً ثمرة جهدي هذا لعلي من خلال هذا المقام أستطيع أن أقدم لهم

بعض تقديري واحترائي

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**Reduction of the aggressive behavior among the Eighth grade students in
Hebron centerl directorate by using drama playing techniques**

Prepared by: Omar B.H. Alwawi

Supervisor: Dr. Tayseer Abdallah

Abstract:

The study is an investigation of the effect of atraining program based on drama playing in reducing the aggressive behavior of students. The target group is the eighth grade students in Hebron central directorate. The study has investigated the role of gendar and type of interaction methods as variables.

In order to achieve the goals of the study, the researcher has applied the measure of the aggressive behavior and the teenager hostility that is composed of four minor measures (measure of physical aggressive behavior, verbal aggressive behavior, hostilities, and anger) that are prepared by *Abatha* (2003). The sample of the study is composed of (30) male and female students who tend to be characterized by aggressive behavior, in two different schools, one of the schools is boys school while the other is agirls school. Two groups were selected in deliberate manner (experimental group and a control group), where the total number of the members in each group is (15) student.

The training program is composed of ten sessions; the duration of each session is forty five minutes for a period of eight weeks. During the training program the students who are members of the experimental group have practiced many exercises that aimed to develop skills and strategies that resolve differences and conflicts.

The data were statistically processed by calculating the arithmetic means, standard deviations, Ancova analysis test, Estimated Marginal Means, and Eta Squared.

The results showed the existence of differences that have statistical significance on the measure of physical aggressive behavior where the value of the statistical scale *P* (129.088) on a significance level of (0.000), the measure of verbal aggressive behavior where the value of the statistical scale *P* (112.804) on a significance level of (0.000), the measure of hostilities where the value of the statistical scale *P* (55.825) on a significance level of (0.000), and the measure of anger where the value of the statistical scale *P* (43.561) on a significance level of (0.000). The differences were in favor of the members of the experimental group that had the training program.

Also the results showed that are no differences that have statistical significance in the arithmetic means of the aggressive behavior of the students due to the gender variable of the total degree and the other remaining dimensions of aggressive behavior.

In the light of these results, the researcher has concluded many recommendations represented by calling for the adoption of the role playing that is based on playing in dramatic way, applying the techniques used in this training program and taking the benefit from the results of this study in the field of educational and psychological counseling.

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فطرية للسلوك العدواني لدى الكائنات الحية، ومن بينها الإنسان،

مما ساعد على بقائه، وتبعاً لذلك فإنه أي العدوان (انتقل من جيل لآخر كجانب من تكوينه

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.Interview	.3
.Peer Ratings	.4
.Projective Techniques "	.5
.Teacher Ratings	.6

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. إثراء القدرة على الحوار والمناقشة الديمقراطية (العناني، 2002).

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ممارسة الحرية في الاختيار وتعلم أن الحرية لها حدود وان النظام ضروري للحياة
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(Mcnaair & Arman, 2002)

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(shen & Sink, 2002)

(Rost & Bruyn, 2000)

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(Hudgins, et al., 2000)

(Bernstein& Putman, 1986)

(Briere, 1995)

(Kale, 1998)

(Gill, 1997)

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(Macklin, 1997)

(Tew, 1997)

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%51.4	2462	35	
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2.5.3 مقياس السلوك العدواني:

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وصف المقياس وتصحيحه:

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تصحيح المقياس:

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0.9309	12	
0.9261	12	
0.8947	12	

0.9351	12	
0.9758	48	

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العدد	الانحراف المعياري	المتوسط الحسابي	المجموعة	الجنس	البعد
8	6.65	23.50	ضابطة	ذكور	السلوك العدواني المادي
8	2.64	16.12	تجريبية	إناث	
7	5.85	39.57	ضابطة		
7	2.69	15.57	تجريبية	المجموع	
15	10.28	31.00	ضابطة		
15	2.58	15.86	تجريبية		
8	11.04	25.500	ضابطة	ذكور	السلوك العدواني اللفظي
8	3.33	16.62	تجريبية	إناث	
7	5.69	37.14	ضابطة		
7	2.69	17.28	تجريبية	المجموع	
15	10.53	30.93	ضابطة		
15	2.96	16.93	تجريبية		
8	7.82	26.87	ضابطة	ذكور	العدائية
8	3.84	15.75	تجريبية	إناث	
7	4.96	32.00	ضابطة		
7	1.90	17.57	تجريبية	المجموع	
15	6.94	29.26	ضابطة		
15	3.13	16.60	تجريبية		
8	8.98	18.87	ضابطة	ذكور	الغضب
8	4.61	15.12	تجريبية	إناث	
7	10.68	24.28	ضابطة		
7	6.44	12.28	تجريبية	المجموع	
15	9.85	21.40	ضابطة		
15	5.53	13.80	تجريبية		
8	6.54	23.68	ضابطة	ذكور	الدرجة الكلية
8	3.20	15.90	تجريبية	إناث	
7	5.49	33.25	ضابطة		
7	2.51	15.67	تجريبية	المجموع	
15	7.66	28.15	ضابطة		
15	2.80	15.80	تجريبية		

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(ANCOVA)

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0.362	0.001**	14.161	219.971	1	219.971		مقياس السلوك العدواني المادي
0.057	0.232	1.504	23.355	1	23.355		
0.838	0.000**	129.088	2005.163	1	2005.163		
0.173	0.031*	5.238	81.360	1	81.360	*	
			15.533	25	388.332		
				29	3291.367		
0.593	0.000**	36.394	693.661	1	693.661		مقياس السلوك العدواني اللفظي
0.049	0.265	1.301	24.805	1	24.805		
0.819	0.000**	112.804	2150.039	1	2150.039		
0.032	0.369	0.838	15.967	1	15.967	*	
			19.060	25	476.500		
				29	3147.867		
0.194	0.021*	6.024	136.329	1	136.329		مقياس العدوانية
0.064	0.203	1.708	38.660	1	38.660		
0.691	0.000**	55.825	1263.342	1	1263.342		
0.021	0.475	0.527	11.916	1	11.916	*	
			22.630	25	565.761		
				29	2015.867		
0.556	0.000**	31.329	916.922	1	916.922		مقياس الغضب
0.036	0.344	0.931	27.235	1	27.235		

0.635	0.000**	43.561	1274.907	1	1274.907		
0.069	0.185	1.861	54.475	1	54.475	*	
			29.267	25	731.685		
				29	2221.200		
0.304	0.003**	10.929	179.443	1	179.443		الدرجة الكلية
0.039	0.323	1.016	16.680	1	16.680		
0.755	0.000**	77.216	1267.835	1	1267.835		
0.112	0.089	3.141	51.568	1	51.568	*	
			16.419	25	410.482		
				29	2075.419		

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(Estimated Marginal Means)

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18.605	1.075	32.818		
	1.109	14.213		
18.385	1.172	33.192		
	1.185	14.807		
15.614	1.354	30.819		
	1.367	15.205		
16.716	1.598	25.892		
	1.617	9.176		
16.46	1.181	30.263		
	1.209	13.803		

(3.4)

(Estimated Marginal Means)

(13.803) (30.263) (16.46)

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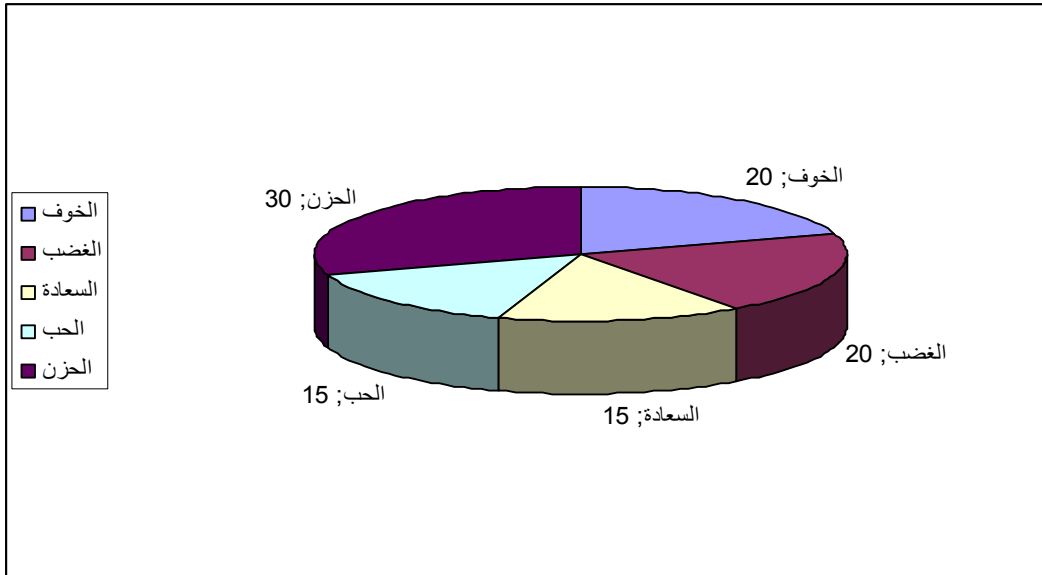
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