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جامعة القدس
عمادة الدراسات العليا
كلية العلوم التربوية / الإرشاد النفسي و التربوي

إجازة الرسالة

تقدير الذات وعلاقته باستراتيجيات مواجهة أحداث الحياة الضاغطة لدى معلمي وكالة
الغوث في الضفة الغربية

اسم الطالب: محمود أحمد عبد الغني تلالوة

الرقم الجامعي: 20510009

اسم المشرف: الدكتور يوسف ذياب عواد

نوقشت هذه الرسالة وأجيزت بتاريخ: 2009/1/3م من لجنة المناقشة المدرجة أسماءهم
وتواقيعهم:

التوقيع:

1. رئيس لجنة المناقشة: د. يوسف ذياب عواد

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2. ممتحناً داخلياً: أ.د. أحمد فهيم جبر

التوقيع:

3. ممتحناً خارجياً: أ.د. عبد عساف

القدس _ فلسطين

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إقرار

أقر أنا مقدم الرسالة، أنها قدمت لجامعة القدس، لنيل درجة الماجستير، وأنها نتيجة أبحاثي الخاصة باستثناء ما تم الإشارة له حيثما ورد، وأن هذه الرسالة أو أي جزء منها لم يقدم لنيل درجة عليا لأي جامعة أو معهد.

التوقيع: محمد تلالوة

الاسم: محمود احمد عبد الغني تلالوة

التاريخ: 2009/1/3م

شكر و عرفان

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UNRWA Teachers' Self-Esteem and its Relationship with Their Strategies in Encountering Pressure Life Events

The purpose of the Encoping with study was to findout the UNRWA teachers' self-esteem level as well as to know the main strategies used to encounter Pressure life events . Moreover, this study aimed to investigate the relationship between those strategies and UNRWA teachers' self-esteem and to identify the difference between UNRWA teachers according to their (gender, academic qualification, years of experience, educational area, and living level).

The sample of this study was consisted of (305) UNRWA Schools Teachers (males and females) in three areas(Jerusalem- Jericho, Nablus , and Hebron) who are registered in UNRWA educational records in the scholastic year(2008-2009). The rescercher used a random sample in the rate of (15%) from the whole population, and he constructed two questionnaires depending on some previous studies. First: a self-esteem questionnaire; second: a questionnaire for measuring UNRWA teachers' strategies in encountering **Pressure** life events. The rescercher measured the validity and reliability of the two questionnaires. Data was analyzed via SPSS program which computed means, standard deviations, Regression Analysis test, Three way analysis of variance, Two way analysis of variance, Tukey test, and Pearson Correlation.

This study revealed that there was a significant positive relationship between UNRWA teachers' self-esteem level and their strategies in encountering compressive life events. Moreover, the results showed that UNRWA teachers' self-esteem degree was high, The average was (4.05). In addition, self-social dimension had the greatest effect on Self-Esteem while Self-Physical had no effects. Furthermore, relaxation strategy had the greatest effect on UNRWA teachers' strategies in encountering pressure life events while problem-solving strategy had no effects on UNRWA teachers' strategies in facing pressure life events . Consequently, this study revealed the following other outcomes that based upon the data received from research subjects' responses:

- There are no significant differences between means of self-esteem degrees on the whole degree and other levels of self-esteem according to interactions between subjects' independent variables that may affect UNRWA teachers' strategies.
- There are no significant differences between means of UNRWA teachers' strategies in encountering compressive life events degrees on the whole degree

and other dimensions according to interactions between UNRWA teachers' educational area, and their living level.

- There are significant differences according to UNRWA teachers' educational qualification on searching for social support strategy for the advantage of teachers who had BA degrees.
- There are significant differences according to UNRWA teachers' effective encountering strategy for the advantage of teachers who had diploma.).

On the light of the above mentioned results, the rescercher cited a discussion and research results-based suggestions can be invested by UNRWA teacher as well as interested educators and future research. These recommendations call to prepare and develop special programs for UNRWA teachers that touch their may help them to cover their psychological needs as well as to improve their strategies in encountering pressure life events. and reserve their high self-esteem level. Finally, the rescercher suggested conducting other studies on other populations related to strategies in encountering pressure life events, Like the Palestinian Ministry of Education.

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(Reasoner,2004 and Muijs,2001)

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(Cox,1986)

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_ (Hans Selye)

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(Psychosomatic Disorders)

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(Syndrome General Adaptation)

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(Resistance Stage)

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(Walter Cannon)

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:(Richard Lazarus)

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(Richard Lazarus)

(Walter Cannon)

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(Lazarus and Folkman)

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: (Judge,1992)

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: (Weber,1995)

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: (Kazdin, 2000)

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(Moos and etal, 1993)

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(Shields,2001)

(Coping)

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:(Intrapsychic Effort) .4

:(Turning to Others) .5

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":(Cheuk Wong & Rosen , 2000)

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(Neuroticism) : (N E O)
(Openness of Experience) (Extraversion)

:(Roberson & Matthews , 2002)

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(Petrie & Roterman,1982)

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(Smith,Wethington,& Zhan,1996)

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(Gazel,1993) (2004) (2003) (2003) (2001

(Abouserie,1996) (1998) (Cockburn, 1996)

(Troman and Woods ,2001) (2004)

(2008) (Akio,2002)

(2004) (1992) •
 (2004) (2001) (2000) (2007)
 (Holahan and (2006) (2008)
 (Mahan, 1999) (2002) Moos,1985)
 (1994)
 (Cases & Furlong,1981)
 (2000) (Goeller,1993) (2000) (2004)
 (Cheuk, Wong &Rosen , 2000)
 (Abdul Mutalib,2003) (Roberson & M atthews,2002)
 (Olaekan , 2004)
 (Tomchin, etal,1996)
 (1995) (2004)
 (2003)
 (Costa & Somer field,2001)

(1998)

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 (A-B) (1992)
 Costa & Somer) (2004) (2003)
 (2001) (field,2001
 .(2004) (Abouserie,1996)

(Gazel,1993) (2007) (1998)
 (1998) (Cockburn,1996)

(2000) (1998) (1993)
 (Troman and (2004) (2003) (2003)
 Woods ,2001)

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(1994) •
 (Deborah,1982) (2002)
 (Fredman,Lehrd and Stevins,1983)
 (Sara son.et al,1983) (1993)
 (Whisman and Kwon,1993)
 (2008) (Smith,Wethington,and Zhan,1996)
 .(2004) (Tomchin, etal,1996)

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(Petrie & Rotherman,1982) (2002) (1994)
. (2008) (Akio, 2002)

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: **2.3**

(2008/2007)

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(2204)

(1.3)

:1.3

887	515	372	
771	493	278	
546	334	212	
2204	1342	862	

: 3.3

(330)

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(%15)

(10)

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(112)

(305)

(63)

(130)

(2.3)

2.3

305	0.40	122		
	0.60	183		
305	27.5	84		
	63.3	193		
	9.2	28		
305	32.1	98		
	31.8	97	14 7	
	36.1	110	14	
305	77.4	236		
	22.6	69		
305	42.6	130		
	36.7	112		
	20.7	63		

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(1, 3 ,4 ,9,13,16,28,29,34,35,38,41,43,44,46,47)

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.(2000)

(5,6,8,7,21,22,27,31,33,36,48,49,50):

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(210):

: **2.1.4.3**

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(%80)

(52)

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(3.3)

(Pearson correlation)

3.3 :

				قيمة ر	
0.000	0.426**	22	0.000	0.512**	1
0.000	0.580**	23	0.000	0.241**	2
0.000	0.582**	24	0.000	0.389**	3
0.000	0.519**	25	0.000	0.396**	4
0.000	0.290**	26	0.000	0.401**	5
0.000	0.217**	27	0.000	0.479**	6
0.000	0.599**	28	0.000	0.426**	7
0.000	0.360**	29	0.000	0.441**	8
0.000	0.326**	30	0.000	0.411**	9
0.000	0.489**	31	0.000	0.454**	10
0.000	0.520**	32	0.000	0.260**	11
0.000	0.324**	33	0.000	0.480**	12
0.000	0.449**	34	0.000	0.524**	13
0.000	0.531**	35	0.000	0.583**	14
0.000	0.540**	36	0.000	0.480**	15
0.000	0.543**	37	0.012	0.143*	16
0.000	0.327**	38	0.000	0.603**	17
0.000	0.530**	39	0.000	0.467**	18
0.000	0.581**	40	0.000	0.514**	19
0.000	0.519**	41	0.000	0.575**	20
0.000	0.586**	42	0.000	0.406**	21

3.1.4.3

(36)

(Test- Retest)

(18) (18)

(20)

.(0.778)

(0.83)

(Cronbach Alpha)

(0.89)

(4.3)

4.3 :

0.61	0.63	
0.70	0.71	
0.70	0.74	-
0.71	0.77	-
0.83	0.89	

(4.3)

(Cronbach Alpha)

(0.89)

(0.83)

2.4.3

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(

(64)

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.(8 1) . 1

.(16 9) . 2

.(24 17) . 3

.(32 25) . 4

.(40 33) . 5

.(48 41) . 6

.(56 49) . 7

.(64 57) . 8

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(1,2,3,6,8,10,11,12,13,15,16,18,19,20,22,23,25,26,27,30,33,34,35,37, 39)

.(2003)

(4,9,14,24,40,53,59) : •

.(2003)

(5,31,46,50,57,58,63,64): •

.(1998)

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(7,17,21,28,29,32,36,38,41,42,43,44,45,47,48,49,51,52,54,55,56,60,61,62.)

(2003) (2003):
 (2003))
 (1998) (2004) (2002)
 (2) .(2003) (2007) (2002)

: **1.2.4.3**

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 (24,25,26,27,28,29,30,31,32,33,34,35,36,37,39,40,41,50)
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.(275): (55)

: **2.2.4.3**

/ (14)

(%80)

(3) .(64) (65)

(4) (25,26,27,28,29,30,31,32,33,50)

.(5.3)

(Pearson correlation)

5.3 :

				قيمة ر	
0.000	0.200**	29	0.000	0.387**	1
0.000	0.224**	30	0.000	0.357**	2
0.020	0.133*	31	0.000	0.410**	3
0.017	0.137*	32	0.000	0.249**	4
0.000	0.386**	33	0.000	0.356**	5
0.000	0.294**	34	0.000	0.358**	6
0.000	0.312**	35	0.000	0.304**	7
0.000	0.419**	36	0.000	0.296**	8
0.000	0.282**	37	0.000	0.391**	9
0.000	0.385**	38	0.000	0.487**	10
0.000	0.370**	39	0.000	0.397**	11
0.000	-0.202**	40	0.000	0.436**	12
0.000	0.435**	41	0.000	0.466**	13
0.000	0.409**	42	0.000	0.227**	14
0.000	0.310**	43	0.000	0.411**	15
0.000	0.343**	44	0.000	0.408**	16
0.000	0.400**	45	0.000	0.294**	17
0.000	0.520**	46	0.000	0.305**	18
0.000	0.436**	47	0.000	0.294**	19
0.000	0.279**	48	0.000	0.373**	20
0.000	0.457**	49	0.000	0.352**	21
0.000	0.514**	50	0.000	0.295**	22
0.000	0.615**	51	0.000	0.322**	23
0.000	0.527**	52	0.000	-0.343**	24
0.000	0.462**	53	0.000	0.210**	25
0.000	0.521**	54	0.000	0.199**	26
0.000	0.471**	55	0.000	0.253**	27

				0.000	0.372**	28
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3.2.4.3

:

(Test- Retest)

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(36)

(18) (18)

(20)

.(0.707)

:

(Cronbach Alpha)

(0.79)

(0.84)

(6.3)

6.3 :

0.82	0.85	
0.68	0.75	
0.57	0.69	
0.54	0.58	
0.76	0.66	

0.81	0.82	
0.80	0.83	
0.79	0.84	

(6.3)

(Cronbach Alpha)

(0.84)

(0.79)

: **5.3**

: **1.5.3**

.() : .1

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. 14 14 7 7 : : .3

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: **2.5.3**

.1

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2008-

.2007

Pearson) ($\alpha \leq 0.05$)
 (Regression Analysis) (Correlation
 Two way) (Three way Analysis of Variance)
 (Tukey) (Analysis of Variance
 .(SPSS)

:

1.4

:

1.1.4

.(1.4)

1.4 :

0.33	4.05	305	
0.43	4.16	305	
0.42	4.13	305	
0.39	4.10	305	
0.39	3.87	305	

(1.4)

(0.33)

(4.05)

(4.16)

(4.13)
 (4.10)
 (3.87)

(0.43)
 (0.42)
 (0.39)
 .(0.39)

: 2.1.4

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: 1.2.1.4

($\alpha \leq 0.05$)

Pearson)

(Correlation

.(2.4)

(Pearson Correlation)

:2.4

0.480**	1.000		
0.000			

.($\alpha \leq 0.05$)

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($\alpha \leq 0.05$)

(1.4)

3.1.4

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1.3.1.4

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($\alpha \leq 0.05$)

(- -)

(Regression Analysis)

.(3.4)

(Regression Analysis)

3.4 :

.(- -)

الدلالة الإحصائية	قيمة (ت)	معامل ميل خط الانحدار واتجاهه b	معامل التفسير R2	معامل الارتباط r	السمة
0.000**	16.664	0.391	0.743	0.862	الذات الاجتماعية-الانفعالية
0.000**	20.036	0.515	0.148	0.944	الذات الأكاديمية-المهنية
0.000**	20.274	0.476	0.079	0.985	الذات الشخصية
0.000**	20.274	0.315	0.030	0.989	الذات الجسمية

(0.743)

(0.079)

(0.148)

.(0.030)

4.1.4

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1.4.1.4

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 $(\alpha \leq 0.05)$

(Regression Analysis)

.(4.4)

(Regression Analysis)

4.4 :

الدلالة الإحصائية	قيمة (ت)	معامل ميل خط الانحدار واتجاهه b	معامل التفسير R2	معامل الارتباط r	الاستراتيجية
0.000**	11.482	0.391	0.506	0.711	استراتيجية الاسترخاء
0.000**	15.350	0.484	0.216	0.850	استراتيجية المواجهة الفعالة
0.000**	11.512	0.395	0.090	0.901	استراتيجية البعد الديني
0.000**	8.337	0.304	0.075	0.942	استراتيجية الفكاهة و الترفيه
0.000**	6.122	0.279	0.047	0.987	استراتيجية البحث عن الدعم الاجتماعي
0.000**	10.259	0.370	0.041	0.963	استراتيجية المواجهة الانفعالية
0.000**	10.259	0.342	0.025	0.834	استراتيجية حل المشكلة

(0.506)

(0.216)

(0.075)

(0.090)

(0.047)

(0.041)

.(0.025)

: 5.1.4

()

:

: 1.5.1.4

($\alpha \leq 0.05$)

Three way)

(Analysis of Variance

.(5.4)

5.4 :

0.936	0.006	0.011	1	0.011	()	
0.112	2.202	0.391	2	0.781	()	
0.106	2.264	0.402	2	0.803	()	
0.714	0.337	0.059	2	0.120	x	
0.848	0.165	0.029	2	0.058	x	
0.294	1.243	0.220	3	0.661	x	
0.456	0.871	0.155	3	0.464	x x	
		0.177	289	51.250		
			305	5276.143		
			304	55.541		

0.952	0.004	0.054	1	0.054	()	
0.984	0.016	0.024	2	0.048	()	
0.561	0.578	0.086	2	0.172	()	
0.140	1.981	0.295	2	0.589	x	
0.563	0.575	0.085	2	0.171	x	
0.281	1.282	0.191	3	0.572	x	
0.392	1.004	0.149	3	0.448	x x	
		0.149	289	43.000		
			305	5178.285		
			304	46.450		
0.286	1.143	0.179	1	0.179	()	
0.112	2.204	0.345	2	0.691	()	
0.496	0.704	0.110	2	0.221	()	
0.465	0.767	0.120	2	0.240	x	
0.757	0.279	0.043	2	0.087	x	
0.252	1.369	0.215	3	0.644	x	
0.712	0.458	0.071	3	0.215	x x	
		0.157	289	45.289		
			305	4632.385		
			304	47.476		
0.870	0.027	0.050	1	0.050	()	
0.537	0.622	0.118	2	0.237	()	
0.531	0.634	0.121	2	0.241	()	
0.543	0.612	0.116	2	0.233	x	
0.397	0.926	0.176	2	0.352	x	
0.273	1.304	0.248	3	0.743	x	
0.442	0.898	0.171	3	0.512	x x	
		0.190	289	54.937		
			305	5358.240		
			304	56.710		
0.733	0.117	0.013	1	0.013	()	
0.316	1.155	0.131	2	0.262	()	

0.471	0.754	0.085	2	0.171	()	
0.280	1.277	0.145	2	0.289	×	
0.754	0.282	0.032	2	0.064	×	
0.172	1.677	0.190	3	0.570	×	
0.574	0.666	0.075	3	0.226	× ×	
		0.113	289	32.755		
			305	5047.502		
			304	34.223		

$(\alpha \leq 0.05)$

(5.4)

(0.05)

2.5.1.4

$(\alpha \leq 0.05)$

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Two way)

(6.4)

(Analysis of Variance

(Two way Analysis of Variance)

6.4 :

0.788	0.072	0.0131	1	0.0131		
0.989	0.011	0.0206	2	0.0412		
0.134	2.024	0.368	2	0.737	*	
		0.182	299	54.422		
			305	5276.143		
			304	55.541		

0.621	0.245	0.0374	1	0.0374		
0.753	0.284	0.0432	2	0.0865		
0.345	1.069	0.163	2	0.326	*	
		0.153	299	45.639		
			305	5178.285		
			304	46.450		
0.190	1.723	0.270	1	0.270		
0.696	0.362	0.0568	2	0.114		
0.970	0.030	0.047	2	0.095	*	-
		0.157	299	46.922		
			305	4632.385		
			304	47.476		
0.820	0.052	0.097	1	0.097		
0.879	0.129	0.0243	2	0.0487		
0.881	0.126	0.023	2	0.047	*	-
		0.189	299	56.651		
			305	5358.240		
			304	56.710		
0.530	0.394	0.0448	1	0.0448		
0.827	0.190	0.0216	2	0.0432		
0.814	0.206	0.0234	2	0.0468	*	
		0.114	299	33.999		
			305	5047.502		
			304	34.223		

$(\alpha \leq 0.05)$

(6.4)

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(0.05)

6.1.4

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1.6.1.4

:

 $(\alpha \leq 0.05)$

Three way)

(Analysis of Variance

:

.(7.4)

7.4 :

:

الدالة الإحصائية	قيمة ف المحسوبة	متوسط المربعات	درجات الحرية	مجموع المربعات	مصدر التباين	المظاهر
0.322	0.983	0.224	1	0.224	الجنس (أ)	إستراتيجية حل المشكلة
0.222	1.515	0.346	2	0.691	المؤهل العلمي (ب)	
0.425	0.857	0.196	2	0.391	سنوات الخبرة (ج)	
0.862	0.149	0.033	2	0.067	أ × ب	
0.507	0.681	0.155	2	0.311	أ × ج	
0.167	1.700	0.388	3	1.164	ب × ج	
0.284	1.274	0.291	3	0.872	أ × ب × ج	
		0.228	289	65.931	الخطأ	
			305	4836.703	المجموع	
			304	69.049	المجموع الكلي	
0.451	0.570	0.132	1	0.132	الجنس (أ)	إستراتيجية المواجهة الفعالة
0.123	2.109	0.490	2	0.980	المؤهل العلمي (ب)	
0.123	2.115	0.491	2	0.982	سنوات الخبرة (ج)	
0.554	0.592	0.137	2	0.275	أ × ب	
0.876	0.133	0.030	2	0.061	أ × ج	
0.201	1.554	0.361	3	1.083	ب × ج	
0.414	0.956	0.222	3	0.666	أ × ب × ج	
		0.232	289	67.126	الخطأ	

			305	4583.609	المجموع	
			304	69.482	المجموع الكلي	
0.451	0.569	0.160	1	0.160	الجنس (أ)	إستراتيجية البحث عن الدعم الاجتماعي
0.049*	3.042	0.853	2	1.706	المؤهل العلمي(ب)	
0.051	2.998	0.841	2	1.681	سنوات الخبرة(ج)	
0.249	1.397	0.392	2	0.783	أ × ب	
0.233	1.466	0.411	2	0.822	أ × ج	
0.118	1.976	0.554	3	1.663	ب × ج	
0.460	0.865	0.243	3	0.728	أ × ب × ج	
		0.280	289	81.036	الخطأ	
			305	4257.922	المجموع	
			304	88.944	المجموع الكلي	
0.712	0.136	0.037	1	0.037	الجنس (أ)	إستراتيجية المواجهة الانفعالية
0.048*	3.076	0.837	2	1.675	المؤهل العلمي(ب)	
0.936	0.066	0.018	2	0.035	سنوات الخبرة(ج)	
0.717	0.333	0.090	2	0.181	أ × ب	
0.605	0.503	0.137	2	0.274	أ × ج	
0.052	2.610	0.710	3	2.131	ب × ج	
0.099	2.110	0.574	3	1.723	أ × ب × ج	
		0.272	289	78.672	الخطأ	
			305	4735.328	المجموع	
			304	85.547	المجموع الكلي	
0.579	0.308	0.114	1	0.114	الجنس (أ)	إستراتيجية البعث الديني
0.899	0.107	0.039	2	0.078	المؤهل العلمي(ب)	
0.388	0.949	0.350	2	0.700	سنوات الخبرة(ج)	
0.995	0.005	0.019	2	0.038	أ × ب	
0.642	0.444	0.164	2	0.328	أ × ج	
0.114	1.999	0.738	3	2.213	ب × ج	
0.448	0.887	0.327	3	0.982	أ × ب × ج	
		0.369	289	106.625	الخطأ	
			305	3693.000	المجموع	
			304	110.877	المجموع الكلي	
0.989	0.000	0.099	1	0.099	الجنس (أ)	إستراتيجية الفكاهة والترفيه
0.448	0.805	0.445	2	0.890	المؤهل العلمي(ب)	
0.298	1.215	0.672	2	1.343	سنوات الخبرة(ج)	
0.533	0.630	0.348	2	0.697	أ × ب	
0.060	2.835	1.567	2	3.134	أ × ج	
0.389	1.010	0.558	3	1.674	ب × ج	
0.153	1.770	0.978	3	2.935	أ × ب × ج	
		0.553	289	159.737	الخطأ	
			305	1636.714	المجموع	
			304	173.059	المجموع الكلي	
0.045*	4.042	2.270	1	2.270	الجنس (أ)	إستراتيجية الاسترخاء
0.992	0.008	0.044	2	0.088	المؤهل العلمي(ب)	
0.945	0.056	0.031	2	0.063	سنوات الخبرة(ج)	

0.632	0.459	0.258	2	0.516	أ × ب	
0.542	0.614	0.345	2	0.690	أ × ج	
0.457	0.870	0.488	3	1.465	ب × ج	
0.910	0.180	0.101	3	0.303	أ × ب × ج	
		0.562	289	162.277	الخطأ	
			305	2562.031	المجموع	
			304	170.831	المجموع الكلي	
0.849	0.036	0.037	1	0.037	الجنس (أ)	الدرجة الكلية
0.243	1.422	0.148	2	0.296	المؤهل العلمي (ب)	
0.199	1.624	0.169	2	0.338	سنوات الخبرة (ج)	
0.609	0.497	0.051	2	0.104	أ × ب	
0.489	0.717	0.074	2	0.149	أ × ج	
0.031*	3.003	0.313	3	0.938	ب × ج	
0.871	0.236	0.024	3	0.073	أ × ب × ج	
		0.104	289	30.100	الخطأ	
			305	3609.632	المجموع	
			304	31.963	المجموع الكلي	

($\alpha \leq 0.05$)

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$$(\alpha \leq 0.05)$$

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(Two way Analysis of Variance)

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0.804	0.061	0.014	1	0.014		
0.754	0.282	0.064	2	0.130		
0.817	0.202	0.046	2	0.093	*	
		0.230	299	68.820		
			305	4836.703		
			304	69.049		
0.372	0.801	0.185	1	0.185		
0.991	0.009	0.019	2	0.039		
0.925	0.077	0.017	2	0.035	*	
		0.232	299	69.254		
			305	4583.609		
			304	69.482		
0.668	0.185	0.054	1	0.054		
0.866	0.144	0.042	2	0.085		
0.944	0.058	0.017	2	0.034	*	
		0.297	299	88.671		
			305	4257.922		

			304	88.944		
0.776	0.081	0.022	1	0.022		
0.947	0.054	0.015	2	0.030		
0.409	0.898	0.254	2	0.508	*	
		0.283	299	84.633		
			305	4735.328		
			304	85.547		
0.142	2.171	0.777	1	0.777		
0.686	0.377	0.135	2	0.270		
0.159	1.849	0.662	2	1.324	*	
		0.358	299	107.056		
			305	3693.000		
			304	110.877		
0.539	0.379	0.216	1	0.216		
0.259	1.357	0.774	2	1.548		
0.804	0.218	0.124	2	0.249	*	
		0.570	299	170.576		
			305	1636.714		
			304	173.059		
0.988	0.000	0.011	1	0.0119		
0.325	1.127	0.637	2	1.274		
0.304	1.195	0.676	2	1.352	*	
		0.565	299	169.021		
			305	2562.031		
			304	170.831		
0.496	0.466	0.049	1	0.049		
0.650	0.431	0.045	2	0.091		
0.805	0.217	0.021	2	0.046	*	

		0.106	299	31.739		
			305	3609.632		
			304	31.963		

$(\alpha \leq 0.05)$

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بسم الله الرحمن الرحيم

Al-Quds University
Faculty of Arts
Department of Education & Psychology



جامعة القدس
كلية الآداب
دائرة التربية وعلم النفس

الرقم: ت ع ن/279/12

التاريخ: 2007/11/20

حضرة الدكتور مهند بيدس المحترم
مدير برنامج التعليم في وكالة الغوث الدولية/ الضفة الغربية

الموضوع: تسهيل مهمة

تحية طيبة وبعد،،

يقوم الطالب: محمود أحمد عبد الغني تلالوة ورقمه الجامعي (20510009)، بدراسة تتعلق برسالة ماجستير بعنوان "تقدير الذات وعلاقته باستراتيجيات مواجهة أحداث الحياة الضاغطة لدى معلمي وكالة الغوث" لذا يرجى من حضرتكم تسهيل مهمة الطالب المذكور أعلاه والتعاون معه.

شاكرين لكم حسن تعاونكم.

والله الموفق


Dep. of. Edu & Psy
جامعة القدس
AL-QUDS UNIVERSITY
د. محسن عدس

ق.أ. رئيس دائرة التربية وعلم النفس

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بسم الله الرحمن الرحيم

Al-Quds University
Faculty of Arts
Department of Education & Psychology



جامعة القدس
كلية الآداب
دائرة التربية وعلم النفس

الرقم: ت ع 279/12/0
التاريخ: 2007/11/20

To: CFEF

Recommended
He is an UNRWA S/M.
He is a counselor at
Deir Ammar B/S.
A.S.O.
10.3.08

حضرة الدكتور مهند بيدس المحترم
مدير برنامج التعليم في وكالة الفوث الدولية/ الضفة الغربية

الموضوع: تسهيل مهمة

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لذا يرجى من حضرتكم تسهيل مهمة الطالب المذكور أعلاه والتعاون معه.

شاكرين لكم حسن تعاونكم.

والله الموفق

A.S.O.
19/11/08

C.F.E.F.

19/11/08

D.K.E.F.

Your views

D. M. H. S. A. S. O.

د. د. محسن عدس

ق.أ. رئيس دائرة التربية وعلم النفس

RECOMMENDED
w-o
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DEPARTMENT OF EDUCATION
UNRWA E.O. JERUSALEM
11-03-2008
FILE No. ED
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19/03/2008 09:31
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91		1.3
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95	(Pearson correlation)	3.3
96	(Cronbach Alpha)	4.3
99	(Pearson correlation)	5.3
101	(Cronbach Alpha)	6.3
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105	(Pearson Correlation)	2.4
106	(Regression analysis) (- -)	3.4
107	(Regression analysis)	4.4
108		5.4
110	(Two way analysis of variance)	6.4

112		7.4
114	(Tukey)	8.4
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116	(Two way analysis of variance)	10.4

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14	Rosenberg " "
15	Cooper smith " "
15	:Ziller " "
16	Carl Roogers
16	Abraham Maslow
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39	(Hans Seley , 1976)
40	(Walter Cannon)
41	(Richard Lazarus)
41	(Marianne Frankenhaeuser)
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46	Schafer
47	(Lazarus, 1993)
48	(Cox & Mackay)
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