

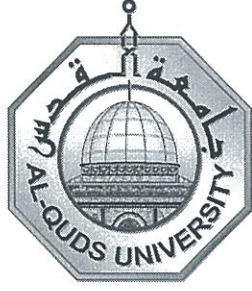


معتصم محمد عبد اللطيف محمد العبد

رسالة ماجستير

القدس – فلسطين

1430 هـ – 2009 م



جامعة القدس
عمادة الدراسات العليا
كلية العلوم التربوية / الارشاد النفسي والتربوي

اجازة الرسالة

تقييم الرعاية المؤسسية الإيوائية في الضفة الغربية من وجهة نظر النزلاء

اسم الطالب : معتصم محمد عبداللطيف محمد العبد
الرقم الجامعي :

المشرف : الدكتور سهير صباح

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التوقيع :

القدس - فلسطين

1430 هـ - 2009 م

الاهداء

الى زوجتي

الى روح أبي وأمي

الى بناتي الغاليات

الى كل شعبنا العظيم

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 أية درجة عليا لأي جامعة أو معهد .

التوقيع.....

الاسم: معتصم محمد عبد اللطيف محمد العبد

التاريخ: 00 / 00 / 2009م

شكر و عرفان

فجزى الله الجميع خيرا الجزاء

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Abstract

Assessment of Institutional Residential Care in the West Bank from the viewpoints of the inmates:

This study aims to identify the degree of assessment of institutional residential care in the West Bank from the viewpoints of the inmates, as well as to know if there are according to the degree of assessment of institutional residential care attributed to belonging of these institutions (government, non-governmental), and age of the inmate, and the reason of joining these institutions, the level of achievement, the place of the institution (South, Central, North), and the area of the institution's work (the disabled, juveniles, foundling, orphans, homeless, family disintegration), and the time spent by the inmate in the institution). To achieve the objectives of the study, the researcher formulated the following questions:

1. What is the degree of assessment of the institutional residential care in the West Bank from the viewpoint of the inmates?
2. Are there statistically significant differences at the level of $\alpha) \leq 0.05$) in the average grade in the evaluation of institutional residential care in the West Bank from the viewpoint of the inmates due to the following variables: (the subordination of the institution (government, non-governmental), and age of the inmate, the reason for filing, and the level of attainment , and the place of the institution (South, Central, North), and the area of the institution's work (the disabled, juveniles, the foundling orphans, the homeless, the disintegration of a family and the time spent by the inmate in the institution).

The study sample consisted of (240)male and female inmates in governmental and private institutions in the West Bank from the age group (12-18) who have been selected by a stratified random sampling, the sample represented (41%) of the study sample. The researcher used a special Questionnaire prepared by him after reviewing a number of previous studies and tools used to identify the degree of assessment of institutional residential care in the West Bank from the viewpoints of the inmates. The reliability and validity of the tool has been verified through presenting it to a number of arbitrators, reliability of the tool also has been calculated in its various dimensions through internal consistency by calculating Kronbach alpha equation and it has been shown that the tool has a high degree of reliability.

Data has been approached statistically by calculating the mediums, standard deviations, (t-test), analysis of (one - way ANOVA), (LSD) test for posteriori comparisons, as well as making table chart representation has been made for the independent variables.

The results showed that the degree of assessment of institutional residential care in the West Bank from the viewpoints of the inmates has a high percentage of the total respondents, the average responses to all the paragraphs of all areas (73%). The results showed that there are differences in the overall degree in the variable related to subordination of the institution for the favor of government institutions, while the results did not show differences in the overall according to the variable of age of inmate, and the reason of joining the institution, the level of achievement, the place of the institution, and the work of the institution, and the time spent by the inmate in the institution.

In the light of these results, the researcher has with several recommendations such as the call for the need to work on improving the quality of educational services through the provision of modern means of education and in particular the use of the computer to facilitate access to the information network (Internet), and the need to focus on educational and practical rehabilitation of psychologists and social workers, and the provision of a sufficient number of them to work in these caring institutions .It is also necessary to work on a field study investigating attitudes of local community towards the inmates of institutions care that have been rehabilitated educationally and practically and the degree of being accepted of integration into the society and the tenure of jobs and various business .

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Fixation و Regression

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1.2.2 الدراسات العربية:

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.(%69.4)

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.(Kumar, 1985)

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Marga & Heinz (1988)

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(% 66,48) :

.(% 46,97) (% 48,62)

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29	--	29			12
23	23	--			13
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81.3	195	
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(Test- Retest Method)

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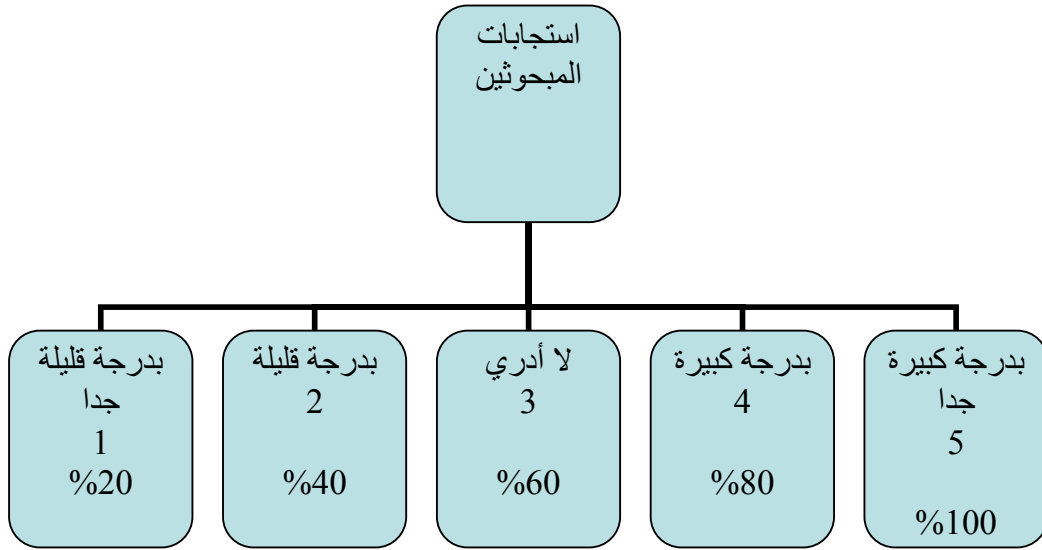
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درجة التقييم	الوزن بالنسبة المئوية	المتوسط الحسابي (5-1)
قليلة جدا	أقل من 50%	أقل من 2.5
قليلة	من 50-59.9%	من 2.5-2.9
متوسطة	من 60-69.9%	من 3-3.4
كبيرة	70% - 79.9%	من 3.5-3.9
كبيرة جدا	80% فما فوق	4 فما فوق

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شكل (1) يوضح الميزان الرتبي لأداة الدراسة

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	83.00	4.15		3	1
	81.25	4.06		32	2
	77.58	3.88		13	3
	77.33	3.87		17	4
	75.67	3.78		40	5
	72.33	3.62		31	6
	71.83	3.59		15	7
	62.58	3.13		45	8
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	83.42	4.1708		27	1
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	78.33	3.9167		12	4
	78.17	3.9083		41	5
	77.25	3.8625		9	6
	77.17	3.8583		5	7
	76.92	3.8458		33	8
	76.83	3.8417		21	9
	76.50	3.8250		29	10
	76.25	3.8125		42	11
	76.17	3.8083		18	12
	75.58	3.7792		35	13
	75.58	3.7792		34	14
	72.92	3.6458		23	15
	64.75	3.2375		22	16
	64.17	3.2083		6	17

	62.67	3.1333		43	18
	62.50	3.1250		47	19
	61.08	3.0542		44	20
	52.50	2.63		49	21
	54.92	2.7458		46	22
	51.08	2.5542		20	23
	71.13	3.55			

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	81.00	4.05		51	1
	77.42	3.87		25	2
	76.17	3.81		26	3
	75.08	3.75		53	4
	64.25	3.21		30	5
	63.92	3.20		1	6
	74.72	3.74			

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	82.50	4.13		8	1
	79.33	3.97		3	2
	73.08	3.65		39	3
	72.58	3.63		7	4
	72.17	3.61		50	5
	65.67	3.28		52	6
	64.50	3.23		38	7
	55.75	2.79		48	8
	70.69	3.53			

(5.4)

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	83.67	4.18		11	1
	82.00	4.10		19	2
	81.75	4.09		24	3
	77.42	3.87		25	4
	75.50	3.78		10	5
	72.92	3.65		2	6
	64.00	3.20		14	7
	63.08	3.15		36	8
	74.02	3.70			

(6.4)

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.7.4

	75.20	3.76		1
	74.72	3.74		2
	74.02	3.70		3
	71.13	3.55		4

	70.69	3.53		5
	73.08	3.65		

: (7.4)

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2.1.4 نتائج السؤال الثاني:

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($\alpha \leq 0.05$)

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(Independent t-test) ()

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الدالة الإحصائية	درجات الحرية	قيمة ت المحسوبة	الانحراف المعياري	المتوسط الحسابي	العدد	تبعية المؤسسة	المجالات
0.30	238	1.02	0.48	4.00	8		
			0.68	3.75	232		
*0.02	238	3.13	0.18	4.27	8		
			0.58	3.61	232		
*0.00	238	2.63	0.00	4.19	8		
			0.97	3.67	232		
0.26	238	1.12	0.30	3.66	8		
			0.60	3.42	232		
*0.00	238	3.44	0.55	3.70	8		
			0.31	3.47	232		
*0.00	238	3.74	0.271	4.38	8		
			0.571	3.62	232		

($\alpha \leq 0.05$)

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(8.4)

($\alpha \leq 0.05$)

(0.26 0.30)

($\alpha \leq 0.05$)

(0.00 0.00 0.00 0.02)

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2.1.2.4

($\alpha \leq 0.05$)

(Independent t-test)

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.(9.4)

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الدلالة الإحصائية	درجات الحرية	قيمة ت المحسوبة	الانحراف المعياري	المتوسط الحسابي	العدد	الأبعاد
0.39	238	-0.85	0.77	3.77	43	سنة 15-12
			0.64	3.68	197	سنة 18-16
0.67	238	-0.42	0.66	3.64	43	سنة 15-12
			0.57	3.60	197	سنة 18-16
0.87	238	-0.32	0.92	3.74	43	سنة 15-12
			0.71	3.70	197	سنة 18-16
0.26	238	-0.15	0.54	3.42	43	سنة 15-12
			0.60	3.43	197	سنة 18-16
0.81	238	0.22	0.82	3.72	43	سنة 15-12
			0.69	3.69	197	سنة 18-16
0.73	238	0.34-	0.67	3.62	43	سنة 15-12
			0.55	3.66	197	سنة 18-16

($\alpha \leq 0.05$)

*

(9.4)

(0.73 0.81 0.26 0.87 0.67 0.39)

($\alpha \leq 0.05$)

($\alpha \leq 0.05$)

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3.1.2.4

($\alpha \leq 0.05$)

(One-way Anova)

: (11.4) (10.4)

.10.4

7=	14=	32=	69=	118 =	
4.0536	3.6964	3.7543	3.7808	3.7871	
3.5974	3.7403	3.7383	3.5916	3.6483	
3.6571	3.8714	3.8661	3.7385	3.7288	
2.9841	3.5635	3.5024	3.3966	3.4463	
3.4286	3.8661	3.8239	3.6808	3.7076	
3.5442	3.7475	3.7370	3.6376	3.6636	

(10.4)

: (11.4) (One-way Anova)

.11.4

	" "					
0.50	0.79	1.108 1.401	3.325 53.246 56.571	6 233 239		
0.94	0.13	0.160 1.200	0.480 45.612 46.092	6 233 239		
0.91	0.17	0.146 0.834	0.438 31.703 32.141	6 233 239		
0.96	0.08	E-028.328 0.966	0.250 36.717 36.967	6 233 239		
0.49	0.81	0.528 0.650	1.585 24.705 26.290	6 233 239		
0.16	1.78	1.665 0.934	4.994 35.487 40.481	6 233 239		

($\alpha=0.05$)

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(11.4)

0.47 0.81 0.33 0.87 0.74 0.42)

($\alpha \leq 0.05$)

(0.56 0.16

($\alpha \leq 0.05$)

4.1.2.4

($\alpha \leq 0.05$)

(One-way Anova)

(13.4) (12.4)

.12.4

5=	41=	190 =	
3.60	3.60	3.76	
3.49	3.50	3.64	
3.64	3.58	3.73	
3.53	3.42	3.45	
3.27	3.56	3.72	
3.50	3.53	3.66	

(12.4)

One-)

: (13.4) (way Anova

.13.4

	" "					
0.24	1.367	0.616 0.450	2.463 105.811 108.273	4 235 239		
0.166	1.634	0.565 0.346	2.259 81.223	4 235		

			83.481	239		
0.23	1.413	0.802 0.568	3.210 133.442 136.652	4 235 239		
0.25	1.342	0.474 0.353	1.894 82.906 84.800	4 235 239		
0.23	1.395	0.718 0.515	2.873 121.021 123.893	4 235 239		
0.21	0.214	0.487 0.332	1.946 78.087 80.033	4 235 239		

($\alpha \leq 0.05$)

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(13.4)

0.23 0.25 0.23 0.16 0.24)

($\alpha \leq 0.05$)

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($\alpha \leq 0.05$)

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5.1.2.4

($\alpha \leq 0.05$)

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(One-way anova)

: (15.4) (14.4)

(14.4)

110=	115=	15 =	
3.7455	3.7543	3.9083	
3.5264	3.7383	3.7091	
3.5727	3.8661	3.9333	
3.3697	3.5024	3.3778	
3.5443	3.8239	3.9083	
3.5517	3.7370	3.7674	

(14.4)

: (15.4) (One-way Anova)

.15.4

	" "					
0.67	0.39	0.178 0.455	0.357 107.916 108.273	2 237 239		
*0.02	3.81	1.301 0.341	2.602 80.879 83.481	2 237 239		
*0.00	4.93	2.731 0.554	5.463 131.189 136.652	2 237 239		
0.23	1.47	0.520 0.353	1.041 83.759 84.800	2 237 239		

*0.00	5.06	2.541 0.501	5.083 118.811 123.893	2 237 239		
0.41	3.24	1.068 0.329	2.136 77.897 80.033	2 237 239		

($\alpha \leq 0.05$)

(15.4)

(0.421 0.23 0.67)

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(16.4)

LSD

.16.4

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*0.211-			3.7383		
			3.5264		

			3.9333		
*0.293-			3.8661		
			3.5727		
			3.9083		
0.279-			3.8239		
			3.5443		

($\alpha=0.05$)

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6.1.2.4

($\alpha \leq 0.05$)

(One-way Anova)

: (18.4) (17.4)

17.4

	/ /		
53=	135=	15 =	
3.6274	3.7831	3.8358	
3.6458	3.6277	3.6640	
3.6377	3.7779	3.7255	
3.4948	3.3799	3.5142	
3.5778	3.7601	3.6716	
3.5967	3.6657	3.6822	

(17.4)

: (18.4) (One-way Anova)

18.4

	" "					
0.23	1.43	0.649 0.451	1.298 106.976 108.273	2 237 239		
0.92	0.07	0.026 0.352	0.052 83.430 83.481	2 237 239		
0.51	0.66	0.378 0.573	0.757 135.895 136.652	2 237 239		
0.27	1.30	0.461 0.354	0.921 83.879 84.800	2 237 239		

0.28	1.27	0.662 0.517	1.323 122.570 123.893	2 237 239		
0.70	0.34	0.117 0.337	0.233 79.800 80.033	2 237 239		

($\alpha \leq 0.05$)

(18.4)

0.28 0.27 0.51 0.92 0.23)

($\alpha \leq 0.05$)

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($\alpha \leq 0.05$)

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7.1.2.4

($\alpha \leq 0.05$)

(One-way Anova)

(20.4) (19.4)

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.19.4

8 24=	7_4 33=	3_1 171=	12 =	
3.8385	3.7386	3.7463	3.8542	
3.7746	3.6350	3.6188	3.6742	

3.9417	3.9273	3.6608	3.8667	
3.6806	3.4579	3.4042	3.2963	
3.9635	3.8977	3.6228	3.7500	
3.8398	3.7313	3.6106	3.6883	

(19.4)

: (20.4) (One-way Anova)

.20.4

	" "					
0.88	0.22	0.100 0.458	0.301 107.972 108.273	3 236 239		
0.68	0.49	0.175 0.352	0.526 82.955 83.481	3 236 239		
0.11	2.00	1.131 0.565	3.394 133.258 136.652	3 236 239		
0.15	1.76	0.619 0.351	1.858 82.942 84.800	3 236 239		
*0.05	2.62	1.335 0.508	4.006 119.888 123.893	3 236 239		

0.25	1.36	0.454 0.333	1.362 78.671 80.033	3 236 239		
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($\alpha=0.05$)

(20.4)

(0.25 0.15 0.11 0.68 0.88)

($\alpha \leq 0.05$)

($\alpha \leq 0.05$)

(0.05)

($\alpha \leq 0.05$)

($\alpha \leq 0.05$)

(LSD)

: (21.4)

LSD .21.4

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				3.6228	3_1	
				3.8977	7_4	
		0.340-		3.9635	8	

($\alpha \leq 0.05$)

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نتائج السؤال الثاني: 2.1.5

1.2.1.5

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($\alpha = 0.05$)

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(0.26 0.30)

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(0.00 0.00 0.00 0.02)

(2008) Al Sharif

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2.1.2.5

(0.05 $\geq\alpha$)

(9.4)

(0.73 0.81 0.26 0.87 0.67 0.39)

(0.05 $\geq\alpha$)

(0.05 $\geq\alpha$)

(2008) Al Sharif (1996)
 Dumart (1988) (12)
 (% 33,7)

: **3.1.2.5**

($0.05 \geq \alpha$)

(11.4)

0.47 0.81 0.33 0.87 0.74 0.42)

($\alpha=0.05$)

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$(0.05 \geq \alpha)$

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4.1.2.5

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0.23 0.25 0.23 0.16 0.24)

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فهرس الجداول

16	1.2
23	2.2
51	1.3
52	2.3
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54	4.3
54	5.3
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جامعة القدس

عمادة الدراسات العليا
برنامج الدراسات العليا في التربية

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الباحث: معتمد دقة

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