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(2002 )

(Ellis, 1979) :

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(1980 )

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(0.89)

(2 way ANOVA)

( $\alpha=0.05$ )

(30)

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## **Abstract:**

The Efficiency of collective emotive rational guidance program In

Decreasing test anxiety among a sample of 10<sup>th</sup> Grade Students in Nablus city.

This study aims at forming collective Guidance Program in order to decrease test anxiety and test its efficiency and validity among 10<sup>th</sup> grade students in Nablus city.

For the purpose of the study, the researcher has used Sarson test anxiety scale. The test was subjected for reliability and for suitability of the environment in Palestinian. It's ratability factor reached 0.89%. Furthermore, The test was subjected for judgment by several specialists withir the field of psycho- guides, also by several lecturers in the Palestinian Universities.

Also the test was applied in sixteen schools, each one had forty copies which were distributed randomly among the 10<sup>th</sup> grade students, So as to know who suffers from this problem.

Sixty students who were divided into two groups, (control and experimental) were, involved in this study. The test was applied among the experimental group males and females individually and in fifteen guidance sessions, the time average was from one hour to one hour and twenty minutes. For each session.

By using the statistical package for social science (SPSS), and by using the Two ways Anova test, the result showed that there are significant differences at (0.05) level between the means of experimental group (30 students males and females) and control group (30 students males and females) in Post- test. In other words, the guidance program used in this study resulted decreasing of the test – anxiety among the study sample in the control group.

As the results of the study: The researcher recommended that the survey study dealing with this problem should be conducted in order to measure and treat this problem and to decrease its effects among the students so as to enhance the study achievement level for them. More over,

The researcher recommended making comparison about the efficiency of this program and other programs adopted by other schools, guidance principles for decreasing the test anxiety, profound studies,

Researches at Universities and high educational institutions and the implementation of the researcher programs are necessary to decrease test anxiety.

Furthermore, the psych- educational department in the Palestinian Ministry of Education should adopt the guidance program built on Arles's theory for emotive – behavioral rational therapy in order to be implemented at schools.

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.(1982 )

.(2001 )

.(1986 )

(CMAS)

(Mccandless & Castaneda)

(Nickel & Schluter)

.(1984 )

(Sarason, 1980)

.(Caudry, 1971)

—  
  
(Sarason, 1980)

(Spielberger, 1980)

(Libert & Morris, 1967)

(Bernard & Joyce, 1984)

(Caudry & Spielger, 1971)

-

% 98

.(Ellis & Harper, 1996)

(1)

(2)

(3)

.(1983 )

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( )

"

(Discomfort anxiety)

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(Ego anxiety)

.(Bernard & Joyce, 1984)

(oliver 1975)

"

"

:(Fear of Failure)

(1) :

"

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Self – ) (2) .  
( ) " " (Downing  
"

:(Perfectionism) (3) .

:(Need for Approval) (4)

Blocking & Low Frustration ) (5) .  
(Tolerance

" :  
"

(Anxiety about Test Anxiety) (6)

" :

"

.(Oliver, 1975)

(1989)

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(1989 )

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: **2.1.2**

(Test Anxiety)

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.(2002 )

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.(1995 )

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**2.1**

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**3.1**

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**4.1**

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**5.1**

(0.05= $\alpha$ )

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(0.05= $\alpha$ )

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(0.05= $\alpha$ )

.3

( )

**6.1**

.1

(60)

(640)

(60)

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(60)

(30) .3

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2006/8/31 2006/7/1

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.6

: 7.1



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Anxiety ( )

.(1998 )

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.(2001 )

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John dyer "

(1994 )

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(1986 )

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(Karen Harney)

(1995 )

(2000 )

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(1957 )

) nessuneasi ( - ) Apprension :  
( ) Disquiet ( ) Warry ( ) Nervouness ( )  
( ) Misgiving ( ) Concern ( ) Solicitude  
( ) Jitteriness ( ) Edginess ( ) Qualm

( ) Being pent up ( ) Disease ( ) Sensitivity  
 Unsettled ( ) Unnerved ( ) Wary ( ) Troubled  
 ( ) Threatened ( ) Distraught ( ) Upset ( )  
 Perturbation ( ) Distress ( ) Disturbance ( ) Defensiveness  
 ( ) fright ( ) Scare ( ) Trepidation ( ) Consternation ( )  
 Panic ( ) Alarm ( ) Horror ( ) Terror ( ) Dread  
 .( ) Agitation ( ) Anguish ( )

.(1978 )

Adler " "

.(1993 )

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Neurotic anxiety

# Moral Anxiety

.(2001 )

(Liebert & Morris 1967)

.(1988 )

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: (Otovengel)

(Karen Harney)

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(1995 )

(Wellman)

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**1.1.2**

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(Oliver, 1975)

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%20 (1993 ) " "

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.(1994 )

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**2.1.2**

.(1989 )

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.(1978 )

(1980) Culler & Holahan " "

Labret (1967) & Morris (1981)

Emotionality Worry :

Autonomic arousal

( )

Sarason (1984)

.(1988 ) ( )

: **3.1.2**

(1980 : )

Emotionality (Worry)

.(Larry. W. et. al 1981) -

(1985 )

" "

(1988 )

(Slater)                      % 35                      (Cattle)  
(Essence)

(Settler & Brander)

% 64

(1988 )

(Shaffer & Do rocs)

(1)

(2) .

(1988 )

(Karen Horney)

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(1)

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(Sarason, et. al)

(1988)

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**4.1.2**

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.(2002 )

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(Not thinking)

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.(1988 )

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.(2002 )

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.(1998 )

:Rational Emotional Theory - - :

- .(Albert Ellis)

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 " .3  
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 .(1991 ) -5  
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 .(2004 )  
 2500 . 300  
 Epithets : (RET)  
 " Marcus Aurelius  
 ) .(1998  
 ( )

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.(2004 ) ( <--

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" "

- A (Activating Event) -
- B (Belief) -
- C (Consequence) -
- D (Dispute) -
- E (Effect) -

" "

.(2001 )

:(Ellis) " "

" " .

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.(1987 )

" " (Patterson)

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.(1987 )

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5.1.2

(REBT)

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(1985)

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(2002 )

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**6.1.2**

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(1998 )

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**7.1.2**

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.(Ellis & Grieger 1977)

.(1998 )



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.(2004 )

(Ellis)

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) (A)

( ... ) (C)

(C)

(A)

( ) (A) (B)  
( ) (B) .( ) (C)

.(A)

(B)

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.(1994 )

:(A,B,C,D,E)

(C)

ABC

" "

(B)

(A)

(IRB)

(D)

ABC

(Effect) (E)

:Cognitive Approach :

:

Coping Self-Statements

-1

A

:Referencing

-2

20-10

Psycho educational methods - -3

" "

Teaching Others -4

REBT

:Emotive Methods :

:

Imagery .1

Rolye Playing .2

- Shame – attaching exercises / .3

Forceful self – statement .4

) ( )

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...

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REBT

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(Ellis) " "

(1998 ) (1994 ) (2003 ) (2002 )

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**8.1.2**

(Rational – Emotive Therapy) –

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Oliver, (1975)

.(2003 )

(Juster & Kaflowitz Brush 1983)

(Hollandsworth, Glazeski Kirkland, Jones, Van)

(Arousal)(Physiological

Norman, 1979)

.(1993 )

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.(1995 )

## 9.1.2

(1974)

Benjamin Et al, (1981)

.(1981)

(Oliver & rose, 1975)

.(2003 )

Spiel Berger (1980)

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.(1995 )

.(1988 )

: (DSM-IV- Anxiety Disorder Test)

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(DSM-III A. (DSM-IV.1994) ( )

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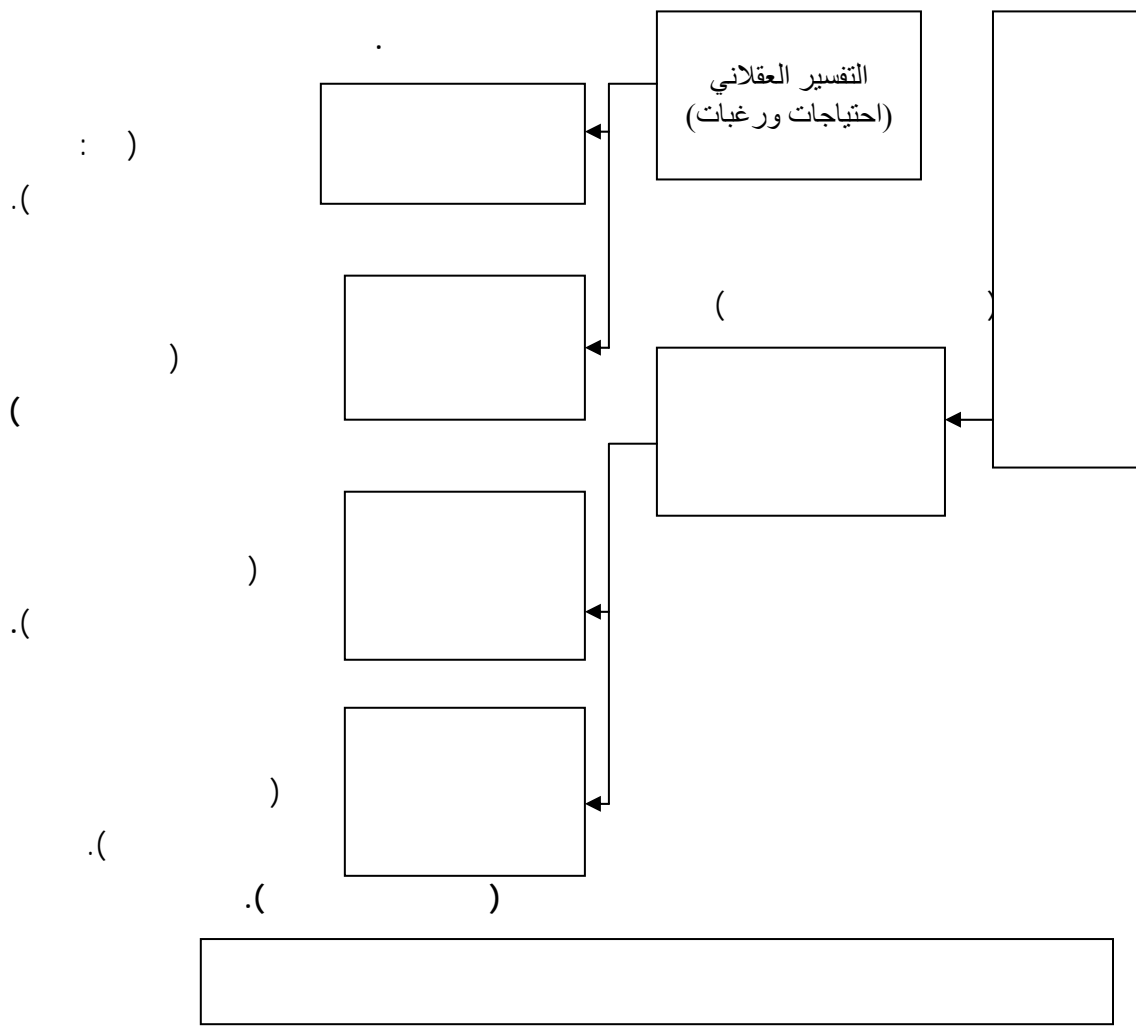
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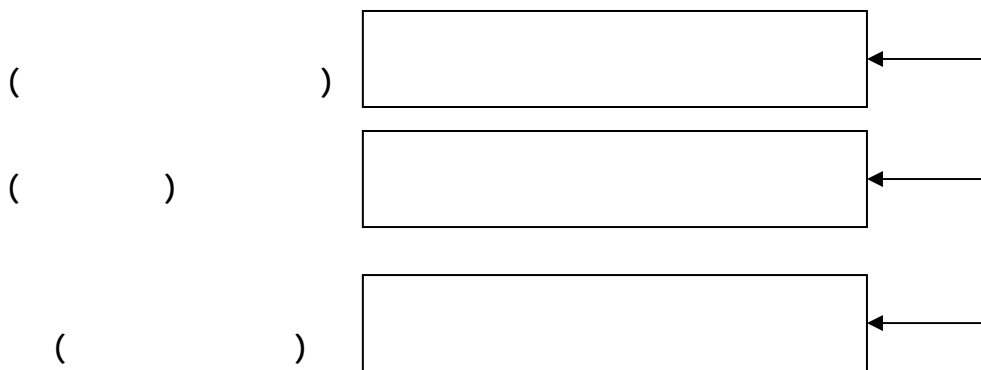
(1)

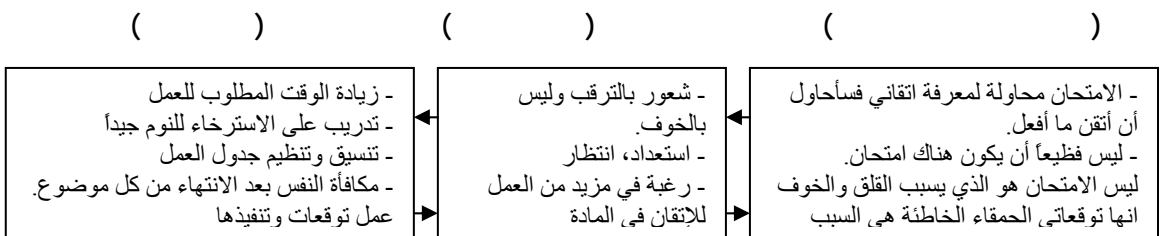
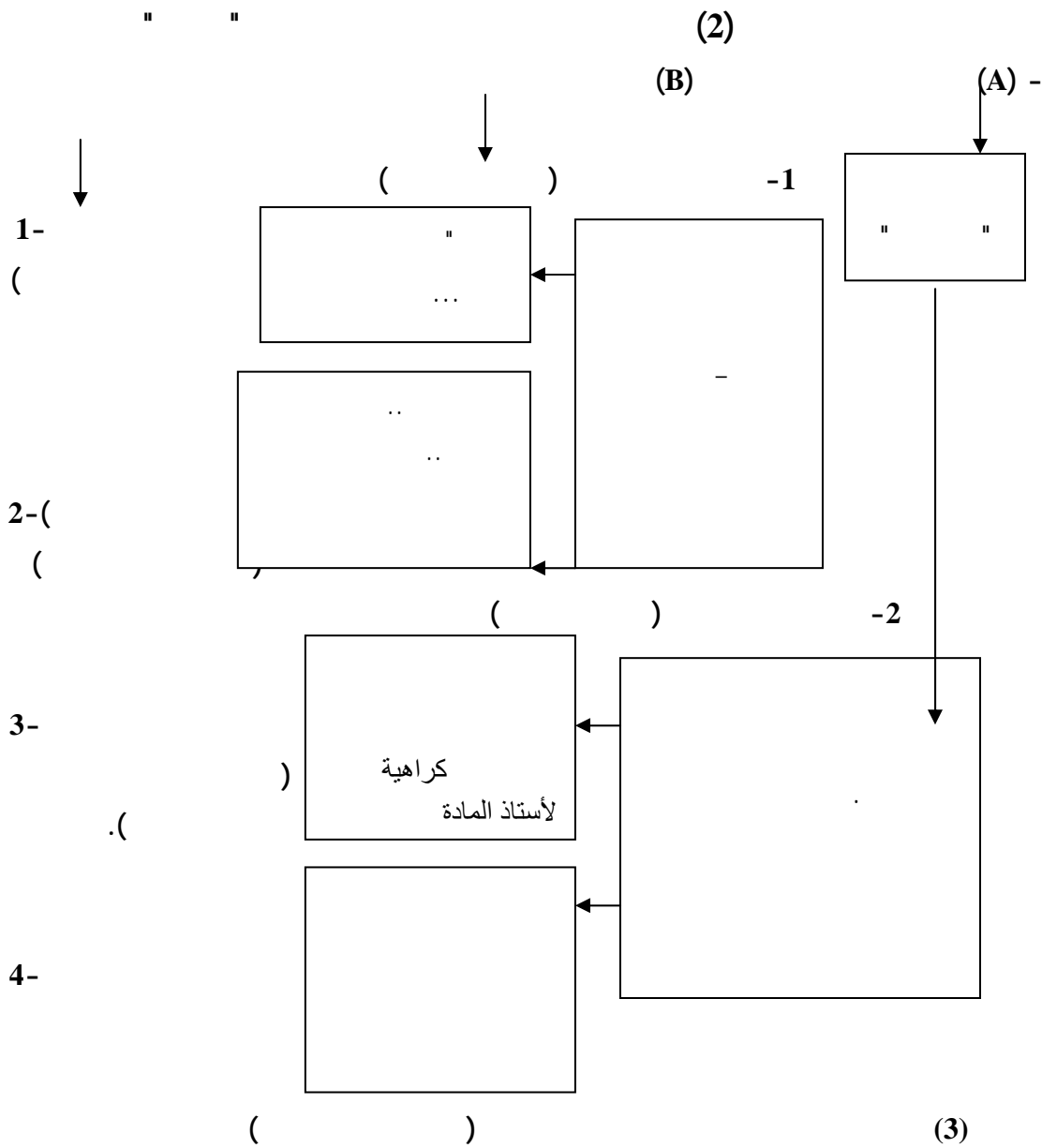
(B)

(A)



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Rational emotive therapy

(Albert Ellis) "

" 1913 (Pittsburgh)

1962-1954

.(2002 )

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(REBT)

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.(2002 )

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(2003 )

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(Ellis

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Group Psychotherapy

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.(2002 )

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.(1989 )

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.(1980 )

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**15.1.2**

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**16.1.2**

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(1989 )

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" Vernon "

(2003 )

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**19.1.2**

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Contracting

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**20.1.2**

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	.(2003 )
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	.(2003 )
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	-14
.(2000 )	-15
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:Rational Techniques

:Filling in the Blank -1

(B) (A. B. C) " "

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.(Abreaction) -1

.(Modification of attitudes) -2

.(Analysis & interpretation) -3

(Insight & learning)

-4

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(2000 )

(Psychodrama )

(Moreno )

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(2005 )

:Distancing & centering -2

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:Disputing -

:Thought stopping -

.(2003 )

:Insight -3

" "

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.(1998 )

" "

:Changing & Rules -4

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.(2003 )

:Homework Assignments .

.(1998 )

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: 1.2.2

: 2.2.2

: 3.2.2

: 1.2.2

(1995)

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(115)

(106)

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(208)

(93)

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(1994)

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**2.2.2**

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%48.5

%10.29

(Borkovec & Richard Lytle, 2002)

459

320

.1

.3

.2

(1995)

(301)

(1995/1994)

(301)

(160)

(1993)

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(138)

(292)

(2642)

(154)

(%10)

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(727) 90/98 (14698)  
%5 (327) (400)

(9)  
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(1993)

.( 154 138) 292  
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(1988)

(400)  
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(440) (400)

(Lukens, et.al, 1987)

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(Kenneth & Diner, 1986)

(25) (20)

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414

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(marryann 1984)

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(Aired & f & Marian1981)

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(Boutin, 1978)

(ABCDE)

(Ellis)

(2) (17) (17)  
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(5) (4) (3)  
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(1978)

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(61)

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(Decks, et.al, 1976)

(131)

(28)

(36)

: 3.2.2

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(Sawyer,2005)

( Gerard, et.al, 2003)

21-16

48

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6

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(2002)

(997)

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.(0.05)

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(1992)

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(Dialog, et.al, 1991)

(1991)

1991/1990 (90)

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(Kenneth & Diaz, 1986)

(25) (20)

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(Zatz & Chasing, 1983)

(294)

(106) (3) ( ) (119)

(69)

(101)

(161)

(6)

7-6

(7-6) -

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.Suinn

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(Haynes et. al, 1983)

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(Haynes, et.al,1983)

75

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(Areca & Steven, 1983)

(30)

(Baither & Codsey, 1979)

—

(150)

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Alevander – the husk Anxiety

—

Differential

(2006)

(Miller & Kassinove, 1977)

—

(2004)

(96)

(Wine, 1976)

(6)

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(Holroyd, 1976)

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(60)

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(Rakes, et.al, 1976)

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%28

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: **4.2.2**

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⋮

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: **1.3**

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2006/2005

(640)

2006

: **4.3**

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(1)

%			
50	30		
50	30		
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50	30		
50	30		
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100	120		

(2)

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: 5.3

Anxiety) (TASC)

(30)

(Scaletor Children

(38)

(42)

(0.90)

" 1974

" (0.90)

.(0.66)

(0.83)

(2) (4) (4)  
(2) (3)  
.  
.(152) (38)  
:

(Sarson)

. (0.91)  
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.

	:	<b>6.3</b>
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	(SPSS)	
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: 8.3

( )

(2 way ANOVA) ( )

(ANOVA)

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" "

(1985)

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**10.3**

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: **1.4**

TOW )

(T-test)

(SPSS)  
(WAY ANOVA

: **1.4**

: **1.1.4**

(0.05= $\alpha$ )

( )

:

(3)

(TOW WAY ANOVA)

.(3)

(3)

<b>0.31</b>	<b>2.96</b>	<b>30</b>	
<b>0.24</b>	<b>2.96</b>	<b>30</b>	
<b>0.28</b>	<b>2.9</b>	<b>30</b>	
<b>0.24</b>	<b>3</b>	<b>30</b>	

(TOW WAY ANOVA)

.(4)

(4)

	( )				
<b>0.79</b>	<b>0.07</b>	<b>0.03</b>	<b>1</b>	<b>0.03</b>	<b>X</b>
<b>0.92</b>	<b>0.008</b>	<b>04</b>	<b>1</b>	<b>0.04</b>	
<b>0.4</b>	<b>0.005</b>	<b>0.60</b>	<b>1</b>	<b>0.60</b>	
			<b>0.20</b>	<b>58</b>	<b>4.04</b>
				<b>59</b>	<b>4.64</b>

( $\alpha = 0.05$ )

.(0.05)

(Two Way  
.5)

ANOVA)

(5)

(Two Way ANOVA)

	( )				
<b>0.5</b>	<b>0.04</b>	<b>0.02</b>	<b>1</b>	<b>0.02</b>	<b>X</b>
<b>*0.000</b>	<b>197.371</b>	<b>17.32</b>	<b>1</b>	<b>17.324</b>	
<b>0.20</b>	<b>1.21</b>	<b>6.08</b>	<b>1</b>	<b>6.088</b>	
		<b>0.008</b>	<b>75</b>	<b>5.003</b>	
			<b>60</b>	<b>28.41</b>	

(2.03)

(3.02)

.(2.28)

(2.27)

( )

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.(6)

(6)

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<b>*0.000</b>	<b>29</b>	<b>8.87</b>	<b>0.28</b>	<b>2.96</b>	<b>30</b>	
			<b>0.61</b>	<b>2.28</b>	<b>30</b>	
<b>0.3</b>	<b>29</b>	<b>0.07</b>	<b>0.31</b>	<b>2.96</b>	<b>30</b>	
			<b>0.34</b>	<b>3.2</b>	<b>30</b>	

( $\alpha = 0.05$ )

(2.28)

.(2.96)

(2.96)

.(3.2)

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2.1.4

( $0.05=\alpha$ )

( )

.(7)

(7)

		:
<b>0.34</b>	<b>3.02</b>	
<b>0.46</b>	<b>2.03</b>	
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<b>0.32</b>	<b>2.27</b>	
<b>0.82</b>	<b>2.28</b>	

TOW WAY ANOVA))

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TOW WAY ANOVA ))

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<b>*0.000</b>	<b>197.371</b>	<b>17.32</b>	<b>1</b>	<b>17.324</b>	
<b>0.20</b>	<b>1.21</b>	<b>6.08</b>	<b>1</b>	<b>6.088</b>	
		<b>0.008</b>	<b>58</b>	<b>5.003</b>	
			<b>60</b>	<b>28.41</b>	

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**3.14**

( $0.05=\alpha$ )

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(T test) للعينات المرتبطة لفحص دلالة الفروق بين الاختبارين البعدي والاحتفاظ

(9).

لدى أفراد المجموعة التجريبية

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<b>0.2</b>	<b>59</b>	<b>2.34</b>	<b>0.61</b>	<b>2.28</b>	<b>30</b>	
			<b>0.61</b>	<b>2.27</b>	<b>30</b>	

( $0.05 = \alpha$ )

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ومتغيرات طريقة

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المعالجة والجنس

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( $\alpha = 0.05$ )

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**3.3.5**

( $0.05 = \alpha$ )

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(T test) للعينات المرتبطة لفحص دلالة الفروق بين

(9) الاختبارين البعدي والاحتفاظ لدى أفراد المجموعة التجريبية

( $0.05 = \alpha$ )

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بسم الله الرحمن الرحيم

AL-QADISI UNIVERSITY  
GRADUATE STUDIES  
DEPARTMENT OF EDUCATION

جامعة القادسية  
الدراسات العليا  
قسم التربية

وزارة التربية والتعليم العالي  
مديرية التربية والتعليم - نابلس  
25-04-2006  
قسم الوارد  
رقم الوارد 4092

التاريخ: 2006/3/21  
الرقم: دع ت/473/12

ملحق رقم (6)

حضرة الأستاذ محمد الفرج المحترم  
مدير مديرية التربية والتعليم/ نابلس

بسم الله الرحمن الرحيم

AL-QADISI UNIVERSITY  
GRADUATE STUDIES  
DEPARTMENT OF EDUCATION

الموضوع: تسهيل مهمة

تدبيرية طيبة،

يقوم الطالب: أحمد حسين دويكات ورقمه الجامعي (20310008). بدراسة تتعلق بـ: رسالة ماجستير  
بمجال: "الأغذية برنامج إرشاد جماعي غذائي إنفعالي في خفض مستوى قلق الامتحان لدى عينة  
الهدف المباشر - معالجة نابلس، إذا يرجى من حضرتكم تسهيل مهمة الطالب المذكور أصله  
والتعاون معه في ذلك.

شاكرين لكم حسن تعاونكم.

والله الموفق

رئيس قسم الدراسات العليا - تربية

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إرشاد الزملاء

السلطة الوطنية الفلسطينية  
وزارة التربية والتعليم العالي  
مديرية التربية والتعليم - نابلس

Ministry of Education & Higher Education  
Directorate of Education -Nablus



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ملحق رقم (7)

السيدة/ مديرة مدرسة \_\_\_\_\_ المحترمة

بعد التحية،،،

الموضوع: الدراسة الميدانية

أرجو تسهيل مهمة الباحثة "احمد حسين دويكات" في الدخول إلى مدرستكم لتطبيق استبانته بعنوان ( فاعلية برنامج ارشاد جماعي عقلاني انفعالي في خفض مستوى قلق الامتحان لدى طلبة الصف العاشر بمحافظة نابلس .

أرجو العلم وإجراء اللازم،  
مع الاحترام،،،

ر  
مدير التربية والتعليم  
  
أ.محمد القباج



◆ نسخة / الملف.  
ري.ش/ د.م  


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رابعاً :  
 قال تعالى : " ولعلهم خوروا بينهم " صمد لله اعظم  
 خامساً :  
 قال تعالى : " انما الصافات للفقراء وطيبين " صمد لله اعظم  
 سادساً :  
 قال تعالى : " ولا تلبسوا الجور بالباطل وكنتموا الجور وانتم تعلمونه " صمد لله اعظم

عصاة القاسمة :  
 ١- انك تحب الاخيرين وما يبادونك ففهم المنجور :  
 ٢- انك تخافون ان تحب الاخيرين فليك وترضهم بكافة الطرق وما يحبونك .  
 ٣- لما تكون في مكان تعتقد انهم يحبونك وتكتشف بهم ففهم انهم لا يحبونك .  
 ٤- انك اتكبر في محادثة نفسك وبيد ففهم تعرف انك في الجلوس موجود عثمان ما يكرمك وانفسك يومئذ جالسة على قلوبهم . " هاهي اكبر تعاسة من جاني " .  
 ٥- انك ترض عن ذنوبك عشان تكسب تعجبة الاخيرين ويكولك لفترة بس ويتركوك .  
 ٦- انك تحب تستشهد او تقادوم وما تحصل على الي اسرود " هادي مشقة موهبة كثير " .  
 ٧- انك حببت شخصاً من قلوبك جيتو حن كسب والو حدون وهو ما ليس انك . تعاسة تعاسة تعاسة .  
 ٨- انك تسأل اهل ك ليس فقلت في هذه الدنيا وليس انما يعنى لهولة .  
 ٩- انك ما حد خمس فيك ابدرو اننا كل ليلة هرررر قبل ان انام لانم ابكي وافس ليس هل حيا وابكي .  
 لبيدة والكون كاتبه الخزن في قلبى .

هذه الملك ان يحمدوا الشكر على غيره

في بعض الاحيان والواقف يبتغى الانسان ان يحمد على غيره

لان الانسان لا يقدر القيام بجميع الاعمال لوحده بمفرده

المفضل الصغير الذي لا يتجاوز الثانية من عمره يحتاج مساعدة امه وامه

فيه وتبين عوقته ان ينظر للاب والام والاعمال الماسية يحتاج الطفل

يحتاج الى المساعدة والاعون ليقدري القيام بهذا الاعمال المستعمل

وانه ايضا لا يستطيع القيام بجميع الاعمال لوحده فذلك ان اقوم به

البيوت التي لا تقدر على ذلك للمساعدة فوق قدرته الجسدية

والكبار فيه السه ايضا لا يستطيعون القيام بجميع الاعمال

فيعتد ونضع شئنا يقدر على هذا العمل

وخلالها القول: "ان الانسان بطبعه لا يقدر ولا يمكنه القيام

بجميع المهام والاعمال لوحده من الممكن انه يحمد على

غيره للقيام بهذا العمل . لكن يجب علينا ان نقول ونتعلم كيفية

القيام بهذا العمل وان لا ننسى على العجز

~~XXXXXXXXXXXX~~



(9)



85			1
85			2
97			3
97			4
98	(2 way ANOVA)		5
99		( )	6
100			7
100	(2 way ANOVA)		8
101		( )	9

47		1
48		2
49	.	3

129			1
170			2
177			3
178	"	"	4
183			5
184			6
185			7
186			8
190	"	"	9

	.....	
	.....	
	.....	
	.....	
	.....	
<b>1</b>	..... :	
2	.....	1.1
9	.....	2.1
9	.....	3.1
9	.....	4.1
10	.....	5.1
10	.....	6.1
11	.....	7.1
<b>13</b>	..... :	
15	.....	1.2
20	.....	1.1.2
24	.....	2.1.2
25	.....	3.1.2
28	.....	4.1.2
33	..... " "	5.1.2
35	...	6.1.2
36	.....	7.1.2
41	.....	8.1.2
43	.....	9.1.2
44	.....	10.1.2

45	.....	11.1.2
51	.....	12.1.2
52	.....	13.1.2
52	.....	14.1.2
54	.....	15.1.2
54	.....	16.1.2
55	.....	17.1.2
55	.....	18.1.2
56	.....	19.1.2
56	.....	20.1.2
57	.....	21.1.2
58	.....	22.1.2
62	.....	2.2
62	.....	1.2.2
65	.....	2.2.2
72	.....	3.2.2
80	.....	4.2.2
<b>83</b>	..... :	
84	.....	1.3
84	.....	2.3
84	.....	3.3
84	.....	4.3
85	.....	5.3
87	.....	6.3
87	.....	7.3

88	.....	8.3
88	.....	9.3
90		10.3
<b>95</b>	..... :	
96	.....	1.4
96	.....	2.4
<b>102</b>	..... :	
103	.....	
103	.....	1.5
106	.....	2.5
115	.....	3.5
117		
125		
129		
191		
192		
193		
194		