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Reasons for sending children to private schools from parents' and principals' view points at Ramallah and Al Bireh Governorate.

Prepared by: Ghannam Mohammed Ghannam

Supervisor: DR. Mohammed Abdul Qader Abdeen

Abstract:

The purpose of this study is to identify the reasons for sending the children to the private schools from their parents' and Principals' view. And the responsible authorities of education in Palestine can get the great benefits from the study's conclusion. It also offers some recommendations which represent a guideline to the governorate and national level in order to promote the role of private schools and develop them as well as the governmental educating sector.

The researcher uses descriptive approach. The study population consists of (13720) parents; it is the number of private schools' students assuming that each student has one parent, in addition to (41) principals representing (41) private schools, excluding the private schools which are dedicated for disabled students due to incompatibility with study's question.

A cluster sample of (10) private schools was taken. One class was chosen with all its divisions, so the parents' sample reaches (302) individuals while the principals' sample is (41) individuals which represents the whole study population, only (40) answered the questionnaire. This study conducted in the private schools in Ramallah and Al Bireh governorate at the beginning of the school year 2011/2012.

The researcher uses the questionnaire as a tool to achieve the objectives' of the study. The questionnaire consists of (61) items divided into (5) areas. A group of (16) specialists examined its validity. The reliability coefficient was calculated by Cronbach's Alpha formula which was (0.922) for all paragraphs.

The researcher analysed statistically the individuals' answers using the statistical software packages for the social studies (SPSS).

The conclusions show that the most reasons which motivated parents to send their children to private school were: its interest in teaching English language, imposing a uniform, developing its students' personality, providing equal

opportunities for learning to all its students, having facilities such as libraries and laboratories, forbidding the corporal punishments, and its advanced administrative and leading system. According to principals, the reason was that these schools characterized by a good administrative and leading system in addition to well reputation and experience of the school's principal.

Upon the examination of the hypotheses, the results show that there is no difference in the statistical significant of the parents' views average according to these variables (gender, educational level, economical level, the number of family's members, and the nature of master's job).

While the statistical significant differences were being in the variable of the place of residence, the differences were in favor of the city's residents rather than villages' or refugee camps' concerning the reasons of sending the children to private schools.

As for principals, there is a relationship between sending the children to private schools and the variables of principals' experience, while the difference was being in gender in favor of female principals and elementary schools' principals rather than secondary schools owners.

The study recommends the necessity of paying attention to the private education sector and attempting to develop it. The study also advises the responsible authorities on governmental education to take advantage of this study and try to meet parents expectations in public schools.

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237,342	2002
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Kennedy, 'Esteves, 2010 'Dronkers& Avram, 2010) :

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²- إدوارد هاركنس (1874-1940) حيث كانت فكرته تقوم على وضع الطلاب والمعلمين في وضعية الجلوس بشكل بيبضاوي؛ لتحقيق المشاركة القصوى من قبل الطلاب وتحقيق أكبر فاعلية تعليمية بدلا من وجود الطلاب في محاضرات من خلال وضع المعلم في مقدمة الصف، وهذه الفكرة والتي أصبحت تعرف باسم هاركنس تقوم على أساس أن المعلم يجلس على رأس الطاولة، وحوله من 12-15 طالبا موزعين بترتيب معين، وهذا الترتيب يشجع على التفاعل وبلغي السلبية في عملية التعلم ويكون المعلم دائما هو العين المراقبة على طلابه، وهذه الطريقة تقع في قلب فلسفة عملية التعلم التي ترى أن الخطاب الحضاري يجب أن يكون في صميم جميع عمليات التعليم الجيد وفي مناحي الحياة كاملة. (Kennedy, 2010)

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National Center for the study, ‘Beavis, 2004)

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(Crawford& Freeman, 1996)

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Ross& Gow, 2001)

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(<http://www.education.com>)

(Beavis, 2004)

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.(Ballantine, 2007 Walford, 1999)

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National center for the study,)

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.(Harris,& lowery, 2002)

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(National center for the study, 2001)

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(Shanker, 1991)

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: **.2.4.3**

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() (

:

: **:5.3**

الرأي	الأوزان
معارض بشدة	1
معارض	2
محايد	3
موافق	4
موافق بشدة	5

:

:6.3 :

	1.79 1
	2.59 1.80
	3.39 2.60
	4.19 3.40
	5 4.20

(0.8) (5/4)

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

.

(4) .

: 5.3

يقصد بصدق الاستبانة أن تقيس عبارات الاستبانة ما وضعت لقياسه، وقام الباحث بالتأكد من صدق الاستبانة بطريقتين:

: 1.5.3

(7)

(16)

.

.

2.5.3 :

(8)

(98)

(%70)

(7.3)

:

7.3 - :

:

رقم الفقرة	قيمة (ر)	الدالة الإحصائية	رقم الفقرة	قيمة (ر)	الدالة الإحصائية
1	*0.350	0.027	32	**0.626	0.000
2	**0.477	0.002	33	*0.347	0.028
3	*0.376	0.017	34	**0.468	0.002
4	**0.466	0.002	35	**0.716	0.000
5	**0.487	0.001	36	*0.363	0.022
6	**0.407	0.009	37	**0.487	0.001
7	*0.367	0.020	38	**0.542	0.000
8	**0.597	0.000	39	**0.659	0.000
9	**0.633	0.000	40	**0.490	0.001
10	*0.346	0.028	41	**0.468	0.002
11	*0.349	0.027	42	*0.363	0.023
12	**0.662	0.000	43	**0.683	0.000
13	**0.432	0.005	44	*0.351	0.027

7.3 - :

:

0.000	**0.651	45	0.002	**0.481	14
0.000	**0.590	46	0.004	**0.446	15
0.000	**0.576	47	0.027	*0.355	16
0.027	*0.350	48	0.000	**0.772	17
0.001	**0.517	49	0.016	**0.380	18
0.009	**0.410	50	0.000	**0.529	19
0.001	**0.510	51	0.009	**0.412	20
0.000	**0.638	52	0.022	*0.361	21
0.009	**0.408	53	0.003	**0.453	22
0.000	**0.773	54	0.002	**0.483	23
0.020	*0.369	55	0.023	*0.363	24
0.024	*0.357	56	0.026	*0.359	25
0.002	**0.481	57	0.000	**0.592	26
0.022	*0.365	58	0.019	*0.370	27
0.000	**0.684	59	0.002	**0.480	28
0.002	**0.450	60	0.022	*0.363	29
0.023	*0.362	61	0.002	**0.485	30
			0.001	**0.486	31

6.3 ثبات :

(%20)

Cronbach,s)

(0.922)

(Alpha

8.3: معامل ألفا كرونباخ لقياس ثبات الاستبانة:

0.922	61

. (9.3)

9.3: :

*			()	
0.890	0.800	14		1
0.897	0.806	13		2
0.850	0.729	10		3
0.922	0.851	15		4
0.849	0.722	9		5
		61		

(0.851)

(0.722)

7.3: :

:

.1

.2

.3

.4

.5

.6
.7

.8
Package for Statistical)

.(Social Sciences
:
8.3

:
:
:
.1

-
10 5) (5 1) :
(10) (
): ()
(
.():

: .2

-
() : :
() :
-3000) (3000) :
.(4000) (4000
.(7) (6-4) (3) :

) () () () : -
 . () () ()

: :

.

: **9.3**

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(Package for Social Sciences Statistical)

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

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:

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.6

.(t- test) .7

.(One Way Analysis Of Variance) .8

(6.5.4.3.2)

.	.(Pearson Correlation)	.9
.	.(Cronbach,s Alpha)	.10
.	(LCD)	.11
	:	10.3
	:	
		.1
.		.2
.		.3
	.	
	.	.4
.		

:

1.4

2.4

3.4

.1.3.4

.2.3.4

.1.2.3.4

.3.3.4

.4.3.4

:

1.4 مقدمة:

.

:

2.4

.

:

: **.1.2.4**

: (1.4)

: **:1.4**

57.9	175		
41.7	126		
0.4	1		
%100	302		

. (%41.7) (%57.9)
.(1)

: **.2.2.4**

. (2.4)

: **:2.4**

43.4	131		
35.8	108		
18.2	55		
2.6	8		
%100	302		

(2.4)
()

(%43.4) (131)

(108) " "

(%18.2) () (%35.8)

(55)

.(8)

: **.3.2.4**

(3.4)

.

() :**3.4**

:

66.9	202		
21.5	65		
10.9	33		
0.7	2		
%100	302		

(%21.5) (202) (%66.9)

(%10.9) (65)

.(2) (33)

: **.4.2.4**

(4.4)

:

:

:4.4

19.2	58	3000	
32.1	97	4000 3000	
45.4	137	4000	
3.3	10		
%100	302		

(4000)

(%45.4)

(%32.1)

(4000-3000)

4000)

.(%19.2)

(%77.5)

.(10)

:

.5.2.4

:

(5.4)

:

()

:5.4

40.4	122	3	
50.0	151	6 4	
9.3	28	7	
0.3	1		
%100	302		

(3)

(7) (%40.4) (%50) (6-4)
 .(%9.3)

: **.6.2.4**

(6.4)

:

:6.4

:

13.6	41		
24.8	75		
19.2	58		
21.2	64		
20.5	62		
0.7	2		
%100	302		

(%21.2) (75) (%24.8)

() (%20.5) (%19.2)
 .(%13.6)

:

.7.2.4

(7.4)

.

:

:7.4

47.5	19		
52.5	21		
%100	40		

(%52.5)

.

(%47.5)

:

.8.2.4

(8.4)

:

:

:8.4

5.0	2	5 1	/
15.0	6	10 5	
80.0	32	10	
%100	40		

(10)
 (32) (%80)
 (10 5)
 (5 1) (6) (%15)
 .(40) (2) (%5)

: **.9.2.4**

(9.4)

:

: **:9.4**

45.0	18		
15.0	6		
40.0	16		
%100	40		

(18) (%45)

(%40) (16)

(6) (%15)

(40)

.

: **.10.2.4**

(10.4)

:

: **:10.4**

10.0	4		
15.0	6		
75.0	30		
%100	40		

()

(%75)

(30)

(6)

(%15)

.(%10)

(4)

: **3.4**

: **.1.3.4**

:() **.1.1.3.4**

(11.4)

:

:11.4

.

%89	0.784	4.45		1
%85	0.786	4.25		2
%83.8	1.041	4.19		3
%82.4	0.795	4.12		4
%81.4	0.832	4.07		5
%80.4	0.845	4.02		6
%80.2	0.851	4.01		7
%79.8	0.821	3.99		8
%77.8	0.987	3.89		9
%76.2	0.932	3.81	()	10
%76	1.013	3.84		11
%75.4	0.968	3.77		12
%74.2	1.006	3.71	()	13
%61.2	1.192	3.06		14
%78.8	0.487	3.94		

(%89) (4.45)

(4.25)

(%85)

(%83.8)

(%61.2)

(%78.7) .(3.94)

:() .2.1.3.4

(12.4)

:12.4

:

%84.8	0.714	4.24		15
%84.2	0.805	4.21	()	16
%83.4	0.788	4.17	()	17
%82.8	0.828	4.14		18
%82.6	0.767	4.13		19
%82.4	0.854	4.12		20
%79.4	1.031	3.97		21
%78.8	0.767	3.94		22
%77.6	1.050	3.88	()	23
%75.8	1.032	3.79	(.)	24
%72.4	1.126	3.62		25
%69.2	1.169	3.46		26
%68.2	1.251	3.41		27
%78.4	0.521	3.92		

(%84.8) (4.24)

(4.21) (...)

(%84.2-%84.8)

.(%82.8)

(%69.2)

(%68.2)

(3.41)

(0.521)

(3.92)

.(%78.4)

:() .3.1.3.4

(13.4)

.

:13.4

:

%85.2	0.807	4.26		28
%82.4	0.745	4.12		29
%82.2	0.787	4.11		30
%81	0.884	4.05		31
%80.8	0.895	4.04		32
%79.2	0.836	3.96		33
%78.2	0.816	3.91		34
%74.6	0.919	3.73		35
%66.6	1.215	3.33		36
%60.6	1.402	3.03		37
%77	0.513	3.85		

(%85.2) (4.26)

.(4.11-4.12)

(4.05)

(%81)

(3.85)

.(%60.6)

.(%77)

(0.513)

:() .4.1.3.4

(14.4)

.

:- 14.4

:

%86.4	0.755	4.32		38
%83.8	0.702	4.19		39
%82	0.841	4.10		40
%81.2	0.908	4.06		41
%81	0.858	4.05		42
%80.8	0.789	4.04		43
%80.2	0.701	4.01		44
%78.2	1.045	3.91		45
%75	0.932	3.75		46
%72.2	1.090	3.61		47
%71	0.979	3.24		48

:- 14.4

:

%70.6	1.007	3.53	(..)	49
%70.2	1.024	3.51		50
%67.8	1.195	3.39		51
%60.6	1.157	3.03		52
%75.6	0.537	3.78		

(%86.4)

(4.32)

(%83.8)

(4.19)

.(4.10)

.

.(%81.2)

(%70.6)

(%70.2)

.(%67.8)

(%60.6)

(3.78)

.(%75.6)

:(

)

.5.1.3.4

(15.4)

.

:15.4

:

%72.8	1.123	3.64		53
%72.6	0.948	3.63		54
%72	1.130	3.60		55
%68.8	1.193	3.44		56
%68	1.112	3.40		57
%65.8	1.098	3.29		58
%61	1.143	3.05		59
%60.8	1.210	3.04		60
%54.2	1.123	2.71		61
%66.2	0.625	3.31		

(3.64)

(%72.6)

(%68)

(%54.2)

(%66.2)

.(3.31)

: .2.3.4

:() .1.2.3.4

(16.4)

.

:16.4

:

%96	0.564	4.80		1
%93.6	0.474	4.68		2
%92	0.632	4.60		3
%92	0.709	4.60		4
%91.6	0.549	4.58		5
%91	0.597	4.55		6
%91	0.552	4.55		7
%90	0.751	4.53		8
%89.4	0.679	4.47		9
%84.4	0.698	4.22	()	10
%83	0.864	4.15		11
%81.6	0.944	4.08	()	12
%77	0.921	3.85		13
%66	1.159	3.30		14
%87	0.369	4.35		

(%96)

(4.80)

(%93.6)

.(4.60)

(4.55)

.(%66)

.(%87)

(0.369)

(4.35)

:()

2.2.3.4

(17.4)

.

:17.4

:

%94	0.467	4.70		15
%94	0.464	4.70		16
%92	0.496	4.60		17
%89.4	0.599	4.47	()	18
%89.4	0.599	4.47		19
%88.6	0.675	4.43	()	20
%88	0.672	4.40	()	21
%86	0.758	4.30	(.)	22
%83	0.791	4.13		23
%81.6	0.656	4.08		24
%81.6	0.758	4.03		25
%80.6	1.143	4.03		26
%72.6	1.125	3.63		27
%86	0.335	4.30		

(4.70)

(4.70)

(%92)

(4.60)

(4.47)

(%72.6)

.(%86)

(0.335)

(4.30)

() .3.2.3.4

(18.4)

:18.4

:

%93.6	0.526	4.68		28
%93	0.483	4.65		29
%92	0.496	4.60		30
%91	0.552	4.55		31
%88	0.632	4.40		32
%87.6	0.540	4.38		33
%87	0.622	4.35		34
%76.6	0.747	3.83		35
%70.6	1.281	3.53		36
%60.6	1.387	3.03		37
%84	0.345	4.19		

(4.68)

(%93)

(4.65)

(%88)

(%91)

.(%84)

(0.345)

(4.19)

:() .4.2.3.4

(19.4)

:19.4

:

%93	0.533	4.65		38
%90	0.751	4.53		39
%89	0.714	4.45		40
%89	0.677	4.45		41
%89	0.677	4.45		42
%87	0.949	4.35		43
%86.6	0.859	4.33		44
%86.6	0.694	4.33		45
%84.4	0.530	4.22		46
%83.6	0.813	4.18		47
%81.6	0.694	4.08	(..)	48
%79.6	1.025	3.98		49
%79.6	1.250	3.98		50
%78	0.709	3.90		51
%71	0.875	3.55		52
%84.6	0.453	4.22		

(0.453)

(4.22)

(4.65)

(0.751)

(4.53)

(4.45)

(%89)

.(%71)

() .5.2.3.4

(20.4)

.

:20.4

:

%86	0.648	4.30		53
%85	0.742	4.25		54
%80.6	0.832	4.03		55
%76	0.966	3.80		56
%75.6	0.832	3.78		57
%72	1.105	3.60		58
%70.6	1.037	3.53		59
%70	0.906	3.50		60
%65	1.006	3.25		61
%75.6	0.543	3.78		

(0.543)

(3.78)

(4.30)

(%75.6)

(%86)

(4.03)

:

.1.2.3.4

(21.4)

.

:21.4

:

%87	4.35	%78.8	3.94		
%86	4.30	%78.4	3.92		
%83.8	4.19	%77	3.85		
%84.4	4.22	%75.6	3.78		
%75.6	3.78	%66.2	3.31		
%83	4.16	%75.2	3.76		

:

.1

(4.16)

.(3.76)

			.2
(%78.8)			
		.(%87)	
.(%86)	(%78.4)		.3
			.4
	(%77)		
	(%83.8)		
(%75.6)			.5
		.(%84.4)	
			.6
	(%66.2)		
		.(%75.6)	
.			.7
	.(3.31)		.8
	.(3.78)		.9
		.(%75.6)	
		:	.3.3.4

:

: .1.3.3.4

($\alpha \leq 0.05$)

.

(t- test) " "

: (22.4)

(t- test) " " : :22.4

.

0.447	-0.761	299	0.43	3.77	175	
			0.38	3.81	126	

(22.4)

($\alpha \leq 0.05$)

(0.05 < 0.447)

(3.81)

(0.43)

(3.77)

.(3.81)

: .2.3.3.4

($\alpha \leq 0.05$)

.

:(23.4)

:23.4

.

0.414	3.771	131	
0.416	3.777	108	
0.388	3.854	55	

(0.414) (3.771)
(0.416) (3.777)
(3.854)
.(0.388)

(one way analysis of variance)

. (24.4)

:24.4

.

0.424	0.861	0.145	0.290	2	
		0.168	49.014	291	
			49.304	293	

$$(\alpha \leq 0.05)$$

$$(0.05 < 0.424)$$

$$(0.861)$$

3.3.3.4 :

$$(\alpha \leq 0.05)$$

$$:(25.4)$$

25.4

0.360	3.71	58	3000
0.431	3.78	97	4000 – 3000
0.412	3.83	137	4000

(One way analysis of variance)

$$(26.4)$$

:26.4

.

0.154	1.882	0.315	0.631	2	
		0.168	48.431	289	
			49.062	291	

($\alpha \leq 0.05$)

($0.05 < 0.154$)

.

: .4.3.3.4

($\alpha \leq 0.05$)

.

:(27.4)

:27.4

.()

0.396	3.83	202	
0.484	3.69	65	
0.279	3.72	33	

. (28.4)

:28.4

▪

0.032	3.471	0.568	1.137	2	
		0.164	48.633	297	
			49.770	299	

($\alpha \leq 0.05$)

(0.05 > 0.032)

(LCD)

. (29.4)

(LCD) :29.4

:

	(I-J)	(J)	(I)
0.015	*0.14123		
0.159	0.10727		
0.015	- *0.14123		
0.695	-0.0339		
0.695	0.0339		
0.159	-0.10727		

(0.05 > 0.015) *(0.14123)

.
.(3.69) (3.83)

: .5.3.3.4

($\alpha \leq 0.05$)

.

:(30.4)

:30.4

.

0.393	3.82	122	3
0.425	3.78	151	6 4
0.384	3.77	28	7

(31.4)

:31.4

.

0.708	0.346	0.058	0.116	2	
		0.168	49.917	298	
			50.033	300	

≤0.05)

(α

< 0.708)

(0.05

.

: .6.3.3.4

(α ≤0.05)

.

:(32.4)

:32.4

▪

0.39	3.75	41	
0.46	3.77	75	
0.36	3.83	58	
0.37	3.72	64	
0.38	3.86	62	

▪ (33.4)

:33.4

▪

0.304	1.217	0.197	0.789	4	
		0.162	47.803	295	
			48.592	299	

($\alpha \leq 0.05$)

.(0.05 < 0.304)

.

.4.3.4

:

1.4.3.4

: (34.4)

:34.4

▪

			/
0.10	4.23	2	5 1
0.35	4.11	6	10 5
0.26	4.21	32	10

(4.23) (5 1)
) (4.21) (10)
.(4.11) (10 5

.2.4.3.4

:

:35.4

.

0.30	4.08	19	
0.19	4.30	21	

(0.19)

(4.30)

(0.3)

(4.08)

.

.3.4.3.4

.

:36.4

.

0.221	4.22	18	
0.377	3.96	6	
0.254	4.26	16	

(4.26)

(4.22)

(3.96)

.

.() .4.4.3.4

. (37.4)

:37.4

▪

0.213	3.91	4	
0.269	4.36	6	
0.259	4.20	30	

(4.36)

(4.2)

.(3.91)

1.5

.1.1.5

2.5

.1.2.5

.2.2.5

.3.2.5

.4.2.5

. 3.5

:

.

:

1.5

:

.1.1.5

.1

.(%41.7)

(%57.9)

.2

.(%35.8)

(%43.4)

.3

(%66.9)

(4000)

.4

(%45.4)

.

					.5
	(%40.4)	(3)			
.(%9.3)	(7)		(%50)	(6-4)	
		(%24.8)			.6
			(%21.2)		
		. (%13.6)			
(%47.5)		(19)			.7
			(%52.5)	(21)	
(18)		(6)			
.(9.4)					
					.8
			(%80)	(10)	
					.9
			(%45)		
				(%40)	
				(%15)	
					.10
				(%75)	
			:		2.5
				:	1.2.5

(%86.4)

.

.

.

.

(%68.8)

.

(2010)
 Dronkers&) (2009) , (2010) (2010)
 (2005) (Kennedy, 2010) (Avram, 2010
 (Esteves, 2010) (1999) (2004) (2005)
 (1994) (1995) (1997)

(Deani, 2007)

(Dronkers, 2008)

(Froster & D'Andrea, 2009)

.(Dijkstra & et al, 2001)

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(2004)

.

‘(Taylor, 2006)

(1992)

(Beavis, 2004)

(Jen, 2006)

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(%96)

.(%94)

(%93 - %90)

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(Dronkers. 2008) (2010)
 (2005) (2008) (2009)
 (2004) (2005)

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.(Dronkers& Avram, 2010) و (Rose, 2010)
 (Walford, 1999)

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(%90 %89)

(1995) (1997) (1999) (2007)
(Esteves, 2010) (1993) (1994)
Deani,) (Froster & D'Andrea, 2009) (Kennedy, 2010)
.(2007

(%60.6-%66)
(Froster & D'Andrea, 2009) (Kennedy, 2010)
(Beavis, 2004) (Jen, 2006) (Taylor, 2006)

: .3.2.5

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: .1.3.2.5

($\alpha \leq 0.05$)

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(1997)
 (Esteves, 2010) (1993) (1994) (1995)
 Deani,) (Froster & D'Andrea, 2009) (Kennedy, 2010)
 .(2007

: .2.3.2.5

$(\alpha \leq 0.05)$

(Deani, 2007)
Walford,) (Beavis, 2004) (Crawford & Freeman, 1996)
(1999

: .3.3.2.5

($\alpha \leq 0.05$)

(4000)

(Dijkstra & et al, 2001) (2004)
 (Walford, 1999) (Rose, 2010) (Kennedy, 2010)

(Beavis, 2004)
 (Walford, 1999) (2004) (Deani, 2007)

(2004)

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: .4.3.2.5

($\alpha \leq 0.05$)

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(26.4)

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▪

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(2004)

: .5.3.2.5

$(\alpha \leq 0.05)$

: .6.3.2.5

$(\alpha \leq 0.05)$

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 " "

(3.83) (3.86) (3.77)

(3.72)

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Walford,)

(1999

: **.4.2.5**

:

: **.1.4.2.5**

(Jen, 2006)

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