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**The Effects of Psychosocial Support Program on Coping  
and Problem Solving Skills on the Elementary Students  
at Ramallah Friends Girls School**

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**The Effects of Psychosocial Support Program on Coping  
and Problem Solving Skills on the Elementary Students  
at Ramallah Friends Girls School**

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Al-Quds University  
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## Thesis Approval

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Jerusalem- Palestine

2019/1441

## **Dedication**

*To my beloved ones...*

**Declaration:**

I certify that this thesis submitted for the degree of Master, is the result of my own research, except where otherwise acknowledged, and that this study (or any part of this study) has not been submitted for a higher degree to any other university or institution.

Signature: .....

Adele Yousef Jaraiseh

Date: 3/12/2019

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## **Abstract**

### **Background:**

Basic health care and traditional health beliefs without psychosocial support will not be enough. Psychosocial support is not only an emergency response to psychological wounds, it also helps individuals and communities to build social structures to meet one's needs as identified by themselves and the community.

The world faces increasing challenges and changes rapidly every day, children face several challenges daily, ranging from educational difficulties to social issues, few of them have the skills to solve these issues. There are several studies addressed that, however, there is a lack of such studies in Palestine.

### **Aim:**

To assess the effects of psychosocial support program on coping and problem solving skills of elementary students at Ramallah Friends Girls School.

### **Method:**

An experimental intervention quantitative design was utilized to achieve this purpose. The data was gathered between first of October 2018, and finished at the end of December, 2018. The sample was randomly assigned included 250 students from 1st grade to 5th grade from elementary Ramallah Friends Girls School, 125 were a controlled group and another 250 students were intervention group. The data was collected using a questionnaire; coping to stressful daily events scale, which was developed by Leonard W. Poon, and was translated to Arabic by Ali Abd Alsalam and Saada Salameh to be

applicable for the Palestinian society. The questionnaire contains five questions about socio-demographic (gender, grade, academic achievement, pass through difficult incident, and parental status), and thirty items divided into three categories of coping (positive aspect, negative aspect, and behavioral aspect).

The study was conducted in 3 stages; the baseline or assessment stage (pre-questionnaire), the intervention stage, and the (post- questionnaire) after completing the 14 sessions.

A Descriptive statistical techniques frequency distribution of the study groups (intervention group and control group). The analysis of the data was done in SPSS (Statistical Package for Social Sciences). To find out the effect of the intervention training program on the independent variables, the analysis of covariance was done for the two intervention and the two control groups. In case of significant F-ratios, the Bonferroni post hoc analysis was done to find out the significant differences between the paired means of the intervention and control groups. In addition, highlight the relationship between dependent and independent variables, ANOVA test, ANCOVA test, T-test were used.

### **Findings:**

The study findings showed statistically significant relationship between the psychosocial experiment group and the control group in coping and problem-solving skills aspects (positive, negative and behavioral) after applying the psychosocial support program. Also, the study found that there were statistically significant differences with socio-demographic variables in the scores of students, but there were no statistically significant differences due to gender and the parental marital status variables of the students. Besides, there were statistically significant difference between pre- test and post- test also control pre- test groups for all Pass through difficult incident. That is,



student's Intervention Post Test scores are higher than that in Intervention Pre Test scores and Control Pre and Post Test scores. But there were no statistically significant difference in pre and post- tests between groups due to Parents Social status because of the small sample size of Parents Social Status (Other).

**Conclusion:**

This study concluded that, there are effective outcomes of implementing Psychosocial Support Program at coping strategies and problem solving skills, therefore schools can implement the Psychosocial Support Program early in elementary schools, continuing it to secondary schools, and Mental health workers and professionals in Palestine should start to give attention on the positive impact associated with providing awareness and intervention to programs supporting coping strategies and problem solving skills from early age, also there is a need for further quantitative and qualitative studies to assess the effect of Psychosocial Support Program in elementary and secondary schools in other areas in Palestine.

## تأثير برنامج الدعم النفسي-الاجتماعي على مهارات مواجهة وحل المشكلات لدى طلاب المرحلة الإبتدائية في مدرسة الفرندز للبنات في رام الله

اعداد الطالبة: أديل يوسف سالم جرايسة

إشراف: د. نجاح الخطيب

### ملخص

**الخلفية:** الرعاية الصحية الأساسية والمعتقدات الصحية التقليدية بدون الدعم النفسي-الاجتماعي لن تكون كافية. إن الدعم النفسي-الاجتماعي ليس مجرد استجابة طارئة على الجروح النفسية، لكن هو يساعد أيضاً الأفراد والمجتمعات على بناء بنية اجتماعية تلتقي مع احتياجات الفرد كما تم تحديدها من قبلهم وقبل المجتمع.

إن العالم يواجه كل يوم تحديات وتغيرات متزايدة وبسرعة، كما ويواجه الأطفال تحديات يومية تتراوح ما بين الصعوبات الأكاديمية والمسائل الاجتماعية، والقليل منهم لديهم المهارات لحل هذه المسائل. دراسات عديدة تطرقت لهذا الموضوع، وبالرغم من ذلك هناك نقص في هذه الدراسات في فلسطين.

**الهدف:** تقييم تأثير برنامج الدعم النفسي-الاجتماعي على مهارات مواجهة وحل المشكلات لدى طلاب المرحلة الإبتدائية في مدرسة الفرندز للبنات في رام الله.

**المنهج:** لقد تم استخدام تصميم تجريبي لتحقيق هذا الهدف. بدأ جمع البيانات من بداية اكتوبر 2018 والانتها من جمعها بنهاية ديسمبر 2018. لقد تم اختيار العينة بشكل عشوائي بحيث شملت على 250 طالب من الصف الأول حتى الصف الخامس من مدرسة بنات الفرندز الأساسية برام الله، 125 فرد كانت ضمن مجموعة ضابطة و250 طالب آخر من مجموعة التدخلات. تم جمع البيانات من خلال استخدام استبيان؛ وهو مقياس التعامل مع أحداث التوتر اليومية والذي تم تطويره من قبل ليونرد و. بوون، وتمت ترجمته للغة العربية من قبل عبد السلام (سنة) وسلامة (سنة) لتكون قابلة للتطبيق في المجتمع الفلسطيني. احتوت الاستبانة على 5 أسئلة حول البيانات الاجتماعية والديموغرافية (الجنس والصف والتحصيل الاكاديمي والمرور بتجربة صعبة ووضع الوالدين) وكذلك 30 بند مقسمة على ثلاث فئات للتأقلم (الجانب الإيجابي والجانب السلبي والجانب السلوكي).

أجريت الدراسة في 3 مراحل؛ خط الأساس أو مرحلة التقييم (الاستبيان القبلي) ومرحلة التدخل ومرحلة (الاستبيان البعدي) بعد إنهاء 14 جلسة.

لقد تم استخدام تقنية الإحصاء الوصفي للاستدلال على النتائج والاستنتاجات. وتم تحليل البيانات باستخدام برنامج التحليل الإحصائي (SPSS). ولمعرفة تأثير برنامج التدخل التدريبي على المتغيرات المستقلة فقد تم تحليل التغيرات للتدخلين وللمجموعتين الضابطين. وفي حال وجود نسب مهمة لـ F فقد تم استخدام تحليل بونفيروني البعدي لإيجاد الاختلافات ذات الأهمية بين وسائل التدخل المزدوجة والمجموعات الضابطة. بالإضافة إلى ذلك، ألقى الضوء على العلاقة ما بين المتغيرات المستقلة والتابعة، كما وتم استخدام اختبار أنوفا (ANOVA) وانكوبا (ANCOVA) واختبار ت (T-Test).

**النتائج:** أظهرت نتائج الدراسة علاقة مهمة بين البرنامج النفسي الاجتماعي للمجموعة التجريبية والمجموعة الضابطة في جوانب مواجهة وحل المشكلات (الإيجابية والسلبية والسلوكية) بعد تطبيق برنامج الدعم النفسي الاجتماعي. أيضاً، وجدت الدراسة أن هناك فروق إحصائية دالة بين المتغيرات الاجتماعية - الديمغرافية في درجات الطلاب ولكن لم يكن هناك فروق ذات دلالة إحصائية بين الجنس والوضع الاجتماعي لأهالي الطلاب. علاوة على ذلك، كان هناك فروق ذات دلالة إحصائية في متوسط الاختبار القبلي للتدخل والاختبار البعدي؛ أيضاً بين مجموعات الاختبار القبلي لمتغير "المرور بحدث صعب". بالتالي، درجات الاختبار البعدي للتدخل للطلاب كانت أعلى من درجات الاختبار القبلي للتدخل وكذلك درجات الاختبار القبلي والبعدي للمجموعة الضابطة. لكن، لم يكن هناك أي فروقات ذات دلالات إحصائية بين الاختبارات القبلية والبعديّة بين المجموعات بسبب الوضع الاجتماعي للوالدين وذلك لأن عينة الأطفال الذين تطلق أو توفي والدهم أو أحدهم كانت صغيرة.

**الخاتمة:** خلصت هذه الدراسة إلى أن هناك نتائج فعالة لتنفيذ برنامج الدعم النفسي-الاجتماعي على استراتيجيات المواجهة ومهارات حل المشكلات. وبالتالي على المدارس البدء بتطبيق برنامج الدعم النفسي الاجتماعي مبكراً في المدارس الأساسية ومواصلته حتى المرحلة الثانوية. كما ويجب على العاملين النفسيين والمهنيين في فلسطين توجيه الانتباه نحو التأثير الإيجابي المرتبط بتوفير الوعي والتدخل ببرامج داعمة لاستراتيجيات المواجهة ومهارات حل المشكلات من سن مبكرة. كذلك، يوجد حاجة إلى دراسات نوعية وكمية لتقييم تأثير برنامج الدعم النفسي-الاجتماعي على المدارس الأساسية والثانوية في مناطق أخرى في فلسطين.

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