



رسالة ماجستير

القدس – فلسطين

1430هـ-2009م

إعداد:

آلاء زياد معمر

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إشراف الأستاذ الدكتور: أحمد فهميم جبر

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2009- 1430

## الإهداء

إلى والداي الحبيين أطال الله عمرهما . . . .

إلى زوجي العزيز حازم

إلى إخوتي وأخواتي الأعزاء . . .

إلى أبنائي قرّة عيني سيرين . . أحمد . . لمار

أهدي هذا العمل المتواضع . .

آلاء معمر

إقرار :

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2009/8/7 :

## شكر وتقدير

الحمد لله رب العالمين والصلاة والسلام على أشرف الخلق والمرسلين سيدنا محمد (ص)  
وعلى آله وصحبه أجمعين . .

يسعدني وقد انتهت هذه الدراسة أن أتقدم بجزيل الشكر وعظيم الامتنان إلى لجنة  
المناقشة:

الأستاذ الدكتور أحمد فهميم جبر المشرف على هذه الدراسة، والذي منحني من وقته  
وجهدده وفكره النير الشيء الكثير أبقاه الله نبراسا منيرا لكافة الطلبة الفلسطينيين .

الدكتور محسن عدس الذي قدم لي الكثير من الإرشادات والنصائح المتعلقة بإعداد  
هذه الرسالة، والذي لم يبخل بوقته وعلمه ومساعدته .

وإلى الدكتور غسان الحلو الذي بذل كل جهده لتقديم الفائدة لهذا العمل المتواضع .

إلى كل أولئك الذين ساعدوني ودعموني حتى النهاية لإكمال هذه الرسالة .

فجزاهم الله جميعا عني كل خير

آلاء معمر

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## ABSTRACT

This study aimed to identify the principles of human rights contained in the Civics Textbooks, of the basic stage in Bethlehem/ Palestine during the scholastic years 2008/2009 and the students represent it at 9<sup>th</sup> grade.

To answer the first question, the researcher prepared a list of the principles of human rights, that was analyzed as a sample study books to find out the principles of human rights contained therein and monitoring repetitions.

To answer the second question, the researcher developed questionnaire containing 27 questions, each question represents a life situation or similar, and includes three replacement: one shows positive assimilation and the second neutral assimilation and third negative assimilation, development of three marks for positive, two for neutral, and one for negative.

The questionnaire applied on (750) students in ten different schools. To answer the other three questions were added to it the questionnaire and do statistical treatment of this.

The results indicated that the principles occupied the first three positions: the right of culture and benefit from modern technology, the right of education, and the right to freedom of belief and worship, and principles which ranked last three are : the right to equality between public utilities , freedom of press, and the right to vote and stand as candidates. It also

demonstrated that some rights had not been addressed: the right to sue and enforce the judgment, the right to submit to an earlier law, the right of shelter, and the rights of marginalized groups.

The results related to the second question showed that 51% of students at the 9<sup>th</sup> grade students' assimilation principles contained in the questionnaire are excellent, and 49% of them are assimilation principles good. The results related to the first hypothesis showed that there are a statistically significant ( $\alpha = 0.05$ ) the students assimilation to the principles of human rights attributable to sex is in favor of females.

As well as the results showed the special, second hypothesis differences attributable to the father's level of education for the promotion qualifications (bachelors, master's degrees and diploma).

With regard to the reaction third hypothesis, the results indicated the existence of differences attributable to the mother's level of education for the benefit level (diploma).

The statement of the problem is about:

1. The books include civic education in the basic principles of human rights.
2. The degree of ninth grade students is essential to these concepts.

In this study, the descriptive approach has been used to study the fact that the disclosure of the status when the students in Bethlehem area, in terms of familiarity with the concepts of human rights. The researcher adopted the method of analyzing the content.

## الفصل الأول

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(Chapin & Messick,

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(Martorell, 1991)

(Turner, 1994)

(Ellis, 1995)

(Michaelis, 1985)

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(Cantwell, 1992)

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(English, 1986) (Lefever, 1985) (Hahn, 1985)

(Obrien, 1999) P.173) (Fernekiiss, 1992)

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(Lapayese 2002 )

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[www.unicef.org/jordan/arabic/resources](http://www.unicef.org/jordan/arabic/resources) .

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%		
13.29	57	
11.19	48	
10.26	44	
9.79	42	
7.46	32	
6.29	27	
5.36	23	
5.36	23	
5.36	23	
4.43	19	

3.03	13	( )
3.03	13	
2.33	10	
2.10	9	
2.10	9	
1.86	8	
1.63	7	
1.40	6	
1.17	5	
0.93	4	
0.47	2	
0.47	2	
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14.54	33	
12.33	28	
11.01	25	
10.13	23	
9.69	22	
5.29	12	( )
4.85	11	
4.85	11	
3.96	9	
3.96	9	
2.64	6	

2.64	6	
2.64	6	
2.20	5	
2.20	5	
1.76	4	
1.32	3	
0.88	2	
0.88	2	
0.88	2	
0.44	1	
0.44	1	
0.44	1	
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%		
12.74	53	
10.82	45	
10.58	44	
7.93	33	
6.25	26	
6.01	25	
5.29	22	
3.61	15	( )
3.61	15	
3.37	14	
3.37	14	
2.88	12	
2.88	12	

2.88	12	
2.88	12	
1.92	8	
1.92	8	
1.92	8	
1.68	7	
1.20	5	
1.20	5	
0.96	4	
0.96	4	
0.72	3	
0.48	2	
0.48	2	
0.48	2	
0.48	2	
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0.24	1	
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%		
11.49	34	
11.15	33	
7.77	23	
7.09	21	
6.76	20	
6.08	18	( )
5.74	17	
5.74	17	
5.41	16	
4.73	14	
3.38	10	
3.04	9	
3.04	9	
2.03	6	
1.69	5	

1.69	5	
1.69	5	
1.69	5	
1.35	4	
1.35	4	
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1.35	4	
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0.68	2	
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(%11.47)

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%		
12.64	33	
8.05	21	
7.28	19	
6.51	17	
6.13	16	
6.13	16	
5.75	15	
5.36	14	
4.60	12	
4.21	11	( )
4.21	11	
3.83	10	
3.45	9	
3.07	8	



3.07	8	
1.92	5	
1.92	5	
1.53	4	
1.53	4	
1.53	4	
1.15	3	
1.15	3	
0.77	2	
0.77	2	
0.38	1	
0.38	1	
0.38	1	
0.38	1	
0.38	1	
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(%12.64)

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%		
13.33	26	
10.77	21	
9.23	18	
7.69	15	
6.67	13	
6.15	12	
6.15	12	
5.64	11	
4.10	8	
3.59	7	
3.08	6	
2.56	5	( )
2.56	5	
2.56	5	
2.05	4	

1.54	3	
1.54	3	
1.54	3	
1.54	3	
1.03	2	
1.03	2	
1.03	2	
0.51	1	
0.51	1	
0.51	1	
0.51	1	
0.51	1	
0.51	1	
0.51	1	
0.51	1	
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(18) (%10.77)

(15) (%9.23)

. (%7.69)

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%		
20.52	63	
8.14	25	
5.21	16	
5.21	16	
5.21	16	
4.89	15	
3.91	12	
3.91	12	
3.58	11	
3.58	11	
2.93	9	

2.93	9	( )
2.61	8	
2.61	8	
2.61	8	
1.95	6	
1.95	6	
1.95	6	
1.63	5	
1.63	5	
1.63	5	
1.63	5	
1.63	5	
1.63	5	
1.30	4	
1.30	4	
0.98	3	
0.98	3	
0.98	3	
0.98	3	
0.98	3	
0.65	2	





. (%4.89)

(15)

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%		
13.68	32	
8.97	21	
7.69	18	
7.26	17	
6.41	15	
5.56	13	
5.13	12	
5.13	12	
4.27	10	
4.27	10	
3.85	9	
3.85	9	
2.99	7	

2.56	6	( )
2.14	5	
1.71	4	
1.71	4	
1.71	4	
1.28	3	
1.28	3	
1.28	3	
1.28	3	
1.28	3	
1.28	3	
0.85	2	
0.85	2	
0.43	1	
0.43	1	
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%		
18.15	47	
8.11	21	
7.72	20	
6.18	16	
6.18	16	
5.79	15	
5.79	15	
5.79	15	
5.41	14	
4.63	12	
3.86	10	
2.70	7	

2.70	7	( )
2.32	6	
1.93	5	
1.93	5	
1.54	4	
1.16	3	
1.16	3	
1.16	3	
1.16	3	
0.77	2	
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(21) (%18.15) (47)

(20) (%8.11)

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(3) (1.66)

.(2.33-1.67)

(3) (2.34)

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:(11)

<b>%51</b>		<b>385</b>
<b>%49</b>		<b>365</b>
<b>%0</b>		

:(12)

<b>0.484</b>	<b>2.81</b>	<b>1</b>
<b>0.604</b>	<b>2.76</b>	<b>2</b>
<b>0.736</b>	<b>2.07</b>	<b>3</b>
<b>0.627</b>	<b>2.66</b>	<b>4</b>
<b>0.509</b>	<b>2.78</b>	<b>5</b>
<b>0.625</b>	<b>2.67</b>	<b>6</b>
<b>0.620</b>	<b>2.70</b>	<b>7</b>
<b>0.666</b>	<b>2.39</b>	<b>8</b>
<b>0.575</b>	<b>2.74</b>	<b>9</b>
<b>0.687</b>	<b>2.64</b>	<b>10</b>
<b>0.681</b>	<b>2.59</b>	<b>11</b>
<b>0.546</b>	<b>2.71</b>	<b>12</b>
<b>0.638</b>	<b>2.68</b>	<b>13</b>
<b>0.551</b>	<b>2.77</b>	<b>14</b>
<b>0.539</b>	<b>2.78</b>	<b>15</b>
<b>0.612</b>	<b>2.74</b>	<b>16</b>
<b>0.620</b>	<b>2.66</b>	<b>17</b>
<b>0.707</b>	<b>2.54</b>	<b>18</b>
<b>0.630</b>	<b>2.58</b>	<b>19</b>
<b>0.644</b>	<b>2.69</b>	<b>20</b>
<b>0.647</b>	<b>2.31</b>	<b>21</b>
<b>0.626</b>	<b>2.64</b>	<b>22</b>
<b>0.711</b>	<b>2.60</b>	<b>23</b>
<b>0.785</b>	<b>2.41</b>	<b>24</b>
<b>0.617</b>	<b>2.66</b>	<b>25</b>
<b>0.719</b>	<b>2.56</b>	<b>26</b>
<b>0.769</b>	<b>2.40</b>	<b>27</b>
<b>0.263</b>	<b>2.60</b>	



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<b>0.000</b>	<b>8.45</b>	<b>0.211</b>	<b>2.68</b>	<b>0.286</b>	<b>2.52</b>	

فروق دالة إحصائية عند مستوى الدلالة ( $\alpha=0.05$ ) أي أنه توجد

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فروق دالة إحصائية عند مستوى الدلالة ( $\alpha=0.05$ ).

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<b>.270</b>	<b>2.65</b>	<b>89</b>	<b>1</b>
<b>.209</b>	<b>2.66</b>	<b>216</b>	<b>2</b>
<b>.248</b>	<b>2.62</b>	<b>178</b>	<b>3</b>
<b>.287</b>	<b>2.52</b>	<b>267</b>	<b>4</b>
<b>.263</b>	<b>2.60</b>	<b>750</b>	

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<b>000</b>	<b>15.827</b>	<b>1.031</b>	<b>3</b>	<b>3.092</b>	
		<b>0.065</b>	<b>746</b>	<b>48.586</b>	
			<b>749</b>	<b>51.678</b>	

(0.05 =  $\alpha$ )

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<b>0.000</b>	<b>*0.935</b>		
<b>0.000</b>	<b>*0.890</b>		
<b>0.000</b>	<b>*0.349</b>		

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<b>.313</b>	<b>2.53</b>	<b>24</b>	<b>1</b>
<b>.246</b>	<b>2.64</b>	<b>147</b>	<b>2</b>
<b>.245</b>	<b>2064</b>	<b>151</b>	<b>3</b>
<b>.268</b>	<b>2.57</b>	<b>428</b>	<b>4</b>
<b>.263</b>	<b>2.60</b>	<b>750</b>	

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		0.068	746	50.779	
			749	51.678	

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0.831	*0.222		
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$$(0.05 = \alpha)$$

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ملحق رقم (3).  
بسم الله الرحمن الرحيم



Palestinian National Authority



الرقم: ت ب/1/3/  
التاريخ: 2009/4/16  
الموافق: 21 ربيع ثان/1430هـ

مدير/ة مدرسة بنات الطقوع الثانوية، بنات العودة الثانوية، بنات بيت فجار الثانوية، بنات جوره الشمعة الثانوية، ذكور نحالين الثانوية، ذكور حوسان الثانوية، ذكور العبيدية الثانوية، ذكور الخضر الثانوية، ذكور جوره الشمعة الثانوية، المنشية الأساسية المختلطة، المحترم/ة.

تحية طيبة وبعد،،،

الموضوع: تسهيل مهمة

لا مانع من السماح للطالبة آلاء زياد معمر من توزيع الاستبانة الخاصة بدراستها على طلبة الصف التاسع الأساسي في مدرستك.

مع الاحترام

أ. عيد الله شكارنة  
مدير التربية والتعليم

التعليم العام  
ن.ح/ف.ن

هاتف (07900-1721472/2) /فاكس (07900-2-2934472) Fax

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