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2012 \5 \ 8

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1433 - 2012

إِلَى مَنْ غَرَسُوا فِي قَلْبِي الْحُبَّ وَالْعَطَاءَ.....

إِلَى رُوحِ وَالِدِي.....

إِلَى وَالِدَتِي.....

إِلَى زَوْجَتِي.....

إِلَى أَبْنَائِي..دانا..لين..تالا..فيينا..احمد..هداية...

كَمْ أَنْتُمْ رَائِعُونَ.. وَكَمْ أَنَا فَخُورٌ بِكُمْ وَسَعِيدٌ....أُحِبُّكُمْ جَمِيعاً...

اللَّهُمَّ آتِنَا جَمِيعاً فِي الدُّنْيَا حَسَنَةً وَفِي الْآخِرَةِ حَسَنَةً وَقِنَا عَذَابَ النَّارِ...

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2012 \ 5 \ 8 :

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(369)

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The attitudes of high school students in the province of Jenin towards the use of the internet and its relationship to their self – concept.

Prepared by: Nader Yousef Qalalweh

Supervisor: Dr. Nabeil Abed Alhadi

Abstract :

This study aimed to identify the attitudes of high school students in the province of Jenin towards the use of the internet and its relationship to their self - concept, and, the extent to which it can be influenced by demographic variables: gender, class and scientific stream and the number of hours of daily use of the internet. The problem of this study was identified to answer the main question: Is there a significant relationship between average attitudes toward the use of Internet and between averages of self-concept of high school students in Jenin?

The researcher conducted his study based on the descriptive method on a random sample of (369) students from secondary schools, using a measure of self-concept prepared by Hamdan (2007), and the measure of the uses of adolescent to the Internet prepared by Al-Ghamidi (2010). In this study, the following results had been concluded:

That the percentage of students who do not use internet reached (48%) and the percentage of students who use the internet for less than two hours was (34.7%), while the percentage of internet users for more than two hours a day amounted to (17.3).

The total degree for the students' attitudes towards the use of the internet is medium, and shows a statistically significant difference attributable to the number of hours of daily use of the Internet, for the benefit of students who use the internet and over two hours per day, followed by less than two hours a day. The effects of other variables: gender, class and scientific stream, the null hypothesis was accepted in the absence of statistically significant differences of the total degree of the changes in the degree of attitudes towards the use of the internet.

The total degree for the self-concept among students was moderate, and there was a significant difference attributed to the variable of scientific stream starting with literary, commercial, and scientific streams. As for the rest of the variables: gender, class and number of hours of daily use of the Internet, null hypothesis has been accepted that there is no statistically significant differences of the total degree of the changes in the degree of self-concept.

It has been found from the results of the study that there is a positive relationship between the trend towards the use of the Internet and self-concept of high school students in the province of Jenin.

The study recommends: educating students of the importance of the Internet, and appeal to the provider companies to offer secure internet, and the development of curriculum by adding new concepts such as digital citizenship in order to reach the technological society, and conduct future studies of comprehensive multiple age groups, given the widespread use of the Internet and their effects directly in the various aspects of life for individuals where the studies in this subject are still very limited, especially from the psychological perspective, to take advantage of the positive effects, reducing the negative impacts of this technology and the recommendations of other no less important.

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"Self- Concept"

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($\alpha \leq 0.05$)

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: (10,9,8,7,6,5,4,3)

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self concept 1.2

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:(Rogers)

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• (Cattell):

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• (Karin Horney): :

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• (Adler):

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• (Sullivan):

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(18)

(2007)

(1300)

(1997)

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(2007)

(29)

(1997)

(600)

(330)

(%8,7)

(50)

.(2008)

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(2008)

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(2005)

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(2003)

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(Internet

. Protocol)

(2003)

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(2002)

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(Inter

(Net Work) Connection)

(1999)

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: 3.2.2

: (2002)

(E-mail) :Electronic Mail .1

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:(World wide web) .2

.(Hyper Text)

:(Home Page) .3

.(Index-Html)

:(Web Page) .4

.

:(2009)

:(Web Server) .1

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:(Url) .2

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:(Browsers) .3

(Netscape) :

(Microsoft Internet Explorer)

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:(Search Engines) .4

(Yahoo) :

.(Google)

:(2005)

:(Hypertext) .1

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:(Home Page) .2

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:(Start Page) .3

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:(Http) .4

(http)

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:(FTp) .5

(Downloading)

.(Uploading)

:(HTML) .6

(Modulator De

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:(Modem)

:(2002)

Modulator)

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: **4.2.2**

(1981) (1957) (2009)

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(Advance : (ARPA) (

Research Projects Administration)

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(ARPA) (1969) **.2**

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(20) (ARPA) (1971) **.3**

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	(ARPA NET)	(1972)	.4
	()		
	(62)	(1974)	.5
	(Computer Science Network)	(CS NET)	
	(Because Its Time)	(Bit Net)	
	(200)	(1981)	.6
	()	(1983)	(2004)
	(1989)		(MilNet)
	(National Science Foundation)	(Nsf Net)	
	: (1983)	:(2003)	
	()	(1990)	.1
(Internet)	(International Network)		
	(WWW)	(1992)	.2

(Silicon Graphics)	(1993)	.3
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((Netscape Communication	(1994)	.4
(Netscape Navegator)		
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	(1995)	.5
.(Internet Explorer)		
. (Java)	(1996)	.6
(1999)		
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	: (E-mail)	.1
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: (World wide web) .2

: (Downloads) .3

(Ftp)

: (Chat) .4

: (News groups) .5

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3.2

: 1.3.2

" :(2010) .1

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" :(2010) .2

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(360) .

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" **:(2008)** .4

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" **:(2006)** .5

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.6 **:(2004)**

(330)

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.7 **:(2003)**

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(400)

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(18 -12)

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.8 **:(2003)**

(400)

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: 2.3.2

" :(Aydin, et all, 2011) .1

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(%39) (%61)

: (65) (103)

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" :(Johnson, 2011) .2

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(8-6)

(38) .

(8-6)

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" :(Alaba, 2010) .3

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(454)

Camber &)

(Silvester

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. (20)

.(Heinssen & Class & kniaht)

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" **:(Valkenburg & Peter, 2008)** .4

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(17-10)

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" **:(kruate, et al, 2006)** .5

(265)

(93)

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" :**(Den, 2004)** .6

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() (15) (2546)

" :**(Hong, Ridzuan & Kuek, 2003)** .7

(88) "

" :**(Durndell & Haag, 2002)** .8

(150) "

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" : (Samuel Ebersole, 2000) .9

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· (500)

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" " : (Row 2000) .10

(%55) (18) (4113)

· (5) (%36)

(%25)

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" : (Duggan, at all, 1999) .11

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(188) (18)

4.2

(2010)

(2010)

(Kruate, 2006)

(2003)

(Aydin, et all, 2011)

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Dojan, et all.)

(Hong& et all, 2003)

.(2006)

(Samuel Ebersole, 2000)

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(Jonson, 2011)

(Alaba, 2010)

(Valkenburg& Peter, 2008)

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(Den, 2004)

ROW,)

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Den,) (Valkenburg& Peter, 2008) (Aydin, 2011) (2006) (2008
.(2004

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Hong, Ridzuan &) (Alaba, 2010) (2006) :

(Kirkup & Hodgson, 2001) (Durndell & Haag, 2002) (Kuek, 2003
.(Dogan et al, 1999) (Samuel Ebersole, 2000)

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(Alaba, 2010) (Valkenburg & Peter, 2008) (Johnson, 2010) :

.(Den, 2004)

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) (2010):

.(Kruate, 2006) (2003) (2003) (2004

1.3

2.3

3.3

4.3

5.3

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7.3

8.3

1.3

(2006)

2.3

.(10859)

3.3

(203)

(166)

(369)

Proportional)

(Subpopulations)

(Allocation

.(Neyman Allocati)

(2005)

(Uma Sekaram)

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: (%3.39)

(157) (2005)

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(%45)

(1.3)

. (%55)

(%48.2)

(%51.8)

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. (%15.2)

(%63.1)

(%21.7)

(%48)

(%17.3)

(%34.7)

(1.3)

:(1.3)

45.0	166		
55.0	203		
51.8	191		
48.2	178		
21.7	80		
63.1	233		
15.2	56		
48.0	177		
34.7	128		
17.3	64		

4.3

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• : .(2007)

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.(1.3)

• : (2010)

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.(2.3)

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5.3

(3.3)

.(4.3)

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• (3.3) (2.3) •

(Pearson Correlation)**:(2.3)**

	R			R			R	
0.000	.521**0	19	0.000	.435**0	10	.0100	.134**0	1
0.000	.451**0	20	0.000	.496**0	11	0.000	.454**0	2
0.000	.460**0	21	0.000	.439**0	12	.0380	.108-0-	3
.2330	.0620	22	.7920	.014-0-	13	.4450	.040-0-	4
0.000	.426**0	23	.9680	.002-0-	14	0.000	.363**0	5
0.000	.323**0	24	0.000	.427**0	15	0.000	.395**0	6
0.000	.442**0	25	0.000	.454**0	16	0.000	.335**0	7
			0.000	.460**0	17	0.000	.378**0	8
			0.000	.437**0	18	0.000	.454**0	9

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

(Pearson Correlation)**:(3.3)**

	R			R			R	
* 0.000	.669**0	19	0.000	.576**0	10	0.000	.365-**0-	1
* 0.000	.666**0	20	0.000	.343-**0-	11	0.000	.433**0	2
* 0.000	.437**0	21	.0250	.117-0-	12	0.000	.671**0	3
* 0.000	.648**0	22	0.000	.553**0	13	.4890	.036-0-	4
* 0.000	.607**0	23	.5430	.032-0-	14	0.000	.557**0	5
* 0.000	.470**0	24	0.000	.636**0	15	0.000	.533**0	6
* 0.000	.576**0	25	0.000	.671**0	16	0.000	.459**0	7
* 0.000	.466**0	26	0.000	.468**0	17	.4480	.040-0-	8
* 0.000	.497**0	27	0.000	.611**0	18	0.000	.554**0	9

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

6.3

(30)

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(.9038)

(.8159)

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7.3

(5.3)

(6.3)

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(t-test) ()

Person)

(One Way ANOVA)

(Cronbach Alpha)

(Corelation

.(Statistical Package For Social Sciences) (SPSS)

1.4

2.4

1.2.4

2.2.4

3.2.4

4.2.4

5.2.4

6.2.4

7.2.4

8.2.4

9.2.4

10.2.4

11.2.4

1.4

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2.33	
3.67-2.34	
3.68	

2.4

: 1.2.4

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.(.1.4) (.1.4)

:(.1.4)

.

	0.904	4.27	.	24
	0.884	4.11	.	7
	0.915	4.06	.	26
	1.116	3.99	.	27
	1.041	3.97	.	25
	1.216	3.66	.	19
	1.190	3.62	.	20
	1.094	3.52	.	15
	1.240	3.50	.	3
	1.121	3.44	.	16

(1.4)

متوسطة	1.331	3.37	.	4
متوسطة	1.112	3.30	.	13
متوسطة	1.081	3.24	.	5
متوسطة	1.373	3.20	.	10
متوسطة	1.243	3.15	.	23
	1.253	3.09	.	18
متوسطة	1.296	3.01	.	8
متوسطة	1.366	2.98	.	2
متوسطة	1.128	2.91	.	22
متوسطة	1.298	2.78	()	6
	1.177	2.73	.	17
متوسطة	1.464	2.66	.	1
متوسطة	1.179	2.62	.	14
متوسطة	1.262	2.61	.	9
متوسطة	1.309	2.60	.	11
متوسطة	1.125	2.46	.	12
متوسطة	1.333	2.35	.	21
	0.43718	3.1070		

(0.437)

(3.107)

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(22)

(5) (1.4)

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(4.27)

"

"

.(4.11)

"أشعر بالضيق عند استخدامي الإنترنت"

(2.35)

.(2.46)

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2.2.4

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:(.2.4)

	0.831	4.35		6
	0.811	4.34		17
	0.806	4.33		8
	0.838	4.32		25
	.0984	4.29		9
	0.872	4.25		11
	0.827	4.24		18
	0.879	4.24		20
	0.904	4.17		12
	0.813	4.07		23
	1.063	4.01		24
	0.887	3.96		21
	0.953	3.92		5
	0.937	3.85		7
	0.977	3.81		15
	0.944	3.79		16
	1.019	3.78		19

(2.4):

درجة التقدير	الانحراف المعياري	المتوسط الحسابي		
متوسطة	0.972	3.65	.	2
متوسطة	1.272	2.97	.	10
متوسطة	1.150	2.73	.	1
متوسطة	1.170	2.37	.	22
منخفضة	1.162	2.14	.	4
منخفضة	1.146	2.11	.	13
منخفضة	1.312	2.08		3
منخفضة	1.154	2.03	.	14
	0.30296	3.5071		

(2.4)

(0.302)

(3.50)

(4)

(4)

(17)

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(4.34).

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(4.35)

(2.03)

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.(2.08)

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3.2.4

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($\alpha \leq 0.05$)

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:(3.4)

▪

.466500	2.9376	177	
.330300	3.1725	128	
.289080	3.4444	64	

(3.4)

:(one way ANOVA)

:(4.4)

▪

	" "				
0000	41.151	6.456	2	12.913	
		.1570	366	57.423	
			368	70.335	

.($\alpha \leq 0.05$)

.*

(0.000)

(41.151)

" "

($\alpha \leq 0.05$)

(LSD) : (5.4)

0000	.23481- [] 0-		
0000	.50680- [] 0-		
0000	.23481 [] 0		
0000	.27199- [] 0-		
0000	.50680 [] 0		
0000	.27199 [] 0		

.($\alpha \leq 0.05$) : *

: . 4.2.4

:

:

:

$$(\alpha \leq 0.05)$$

▪

" "

▪

" " : (6.4)

▪

	"t"					
0.418	0.810	367	.400780	3.1274	166	ذكر
			.465150	3.0903	203	أنثى

(0.418)

(0.810)

" "

▪

▪

: 5.2.4

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)

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:

$$(\alpha \leq 0.05)$$

"

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" "

$$:(7.4)$$

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	"t"					
0.099	1.656	367	.445530	3.1433	191	
			.425850	3.0680	178	

$$(0.099)$$

$$(1.656)$$

" "

.

: . 6.2.4

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$(\alpha \leq 0.05)$

▪

.

:(8.4)

▪

.404380	3.1602	80	
.440720	3.0788	233	
.464150	3.1481	56	

(8.4)

: (one way ANOVA)

:(9.4)

.

	" "				
.2670	1.326	.2530	2	.5060	
		.1910	366	69.829	
			368	70.335	

(0.267)

(1.326)

" "

($\alpha \leq 0.05$)

.

: . 7.2.4

($\alpha \leq 0.05$)

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$$(\alpha \leq 0.05)$$

"

.()"

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:(10.4)

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.356910	3.4741	177	
.239540	3.5316	128	
.241920	3.5494	64	

(10.4)

(ONE WAY ANOVA)

:

:(11.4)

.

	" "				
.1240	2.101	.1920	2	.3830	
		.0910	366	33.394	
			368	33.777	

(0.124)

(2.101)

" "

(0.05 ≥ α)

.

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. 8.2.4

(α ≤ 0.05)

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$$(\alpha \leq 0.05)$$

"

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" "

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" "

:(12.4)

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	"t"					
0.767	0.296	367	.308100	3.5019	166	ذكر
			.299390	3.5113	203	أنثى

(0.767)

(0.296)

" "

.

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9.2.4

$(\alpha \leq 0.05)$

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()

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$(\alpha \leq 0.05)$

"

"

" "

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:(13.4)

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	"t"					
0.685	0.407	367	.312090	3.5133	191	
			.293580	3.5004	178	

(0.685) (0.407) " "

.

. **10.2.4**

($\alpha \leq 0.05$) :

:()

:

($\alpha \leq 0.05$) "

"

.

:(14.4)

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الانحراف المعياري	المتوسط الحسابي	العدد	
.305780	3.4305	80	علمي
.306030	3.5200	233	أدبي
.269020	3.5629	56	تجاري

(14.4)

:(one way ANOVA)

:(15.4)

.

	" "				
.0240	3.773	.3410	2	.6820	
		.0900	366	33.095	
			368	33.777	

.($\alpha \leq 0.05$)

.*

(0.024)

(3.773)

" "

($\alpha \leq 0.05$)

.

(LSD) : (16.4)

▪

.0220	.08950- [*] 0-	أدبي	علمي
.0120	.13236- [*] 0-	تجاري	
.0220	.08950 [*] 0	علمي	أدبي
.3390	.04286-0-	تجاري	
.0120	.13236 [*] 0	علمي	تجاري
.3390	.042860	أدبي	

*($\alpha \leq 0.05$) :

: . 11. 2.4

:

:

($\alpha \leq 0.05$)

"

"

" "

:

■ *

 $(\alpha \leq 0.05)$

1.5

2.5

1.2.5

2.2.5

3.2.5

4.2.5

5.2.5

6.2.5

7.2.5

8.2.5

9.2.5

10.2.5

11.2.5

3.5

1.5

.

.

2.5

:

.1.2.5

:

(1.4)

(0.437)

(3.107)

" "

(4.11) " (4.27)

" (4.06) "

" (3.99) "

(3.97)

(2.35) "

.(2.46) "

(2006)

(2004)

(Samual Ebersole ,2000)

(Dogan & et al, 1999)

(2003)

(Row, 2000)

(Kruate, 2006)

.

(3,67-2,34)

.

: .2.2.5

:

(2.4)

(302)

(3.50)

"

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"

(4.35)

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"

(4.34)

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"

(2.03)

.(2.08)

(Valkenburg & Peter, 2008)

(Alaba, 2010)

.

.

: 3.2.5

$(\alpha \leq 0.05)$:

.()

(3.4)

(4.4)

α) (0.000) (41.151) " "
 (≤ 0.05)

(5.4) (LSD)

.

(2006)

.

: .4.2.5

($\alpha \leq 0.05$) :

.

(0.418) (0.810) : " (6.4)": "
($\alpha \leq 0.05$)

(Hong, Ridzuan & Kuek, 2003) (2006) .

) (2008) (2010) :

(2010) (Durndel & Haag, 2002) (2003

.

: .5.2.5

($\alpha \leq 0.05$) :

.()

(0.099) (1.656) " " (7.4) " "
 ($\alpha \leq 0.05$)

.

: .6.2.5

($\alpha \leq 0.05$) :

.()

(8.4)

(9.4) (ONE WAY ANOVA)

$(\alpha \leq 0.05)$

(0.267)

.

(2006)

.

:

.7.2.5

$(\alpha \leq 0.05)$

:

.(

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(10.4)

(11.4)

(ONE WAY ANOVA)

(0.124)

(2.101)

" "

$(\alpha \leq 0.05)$

.

Durndel)

(Valkenburg & Peter, 2008)

(&Haag, 2002

.

:

.8.2.5

$(\alpha \leq 0.05)$

"

▪

(0.767)

(0.296)

" "

(12.4) " "

$(\alpha \leq 0.05)$

.

(Valkenburg & Peter, 2008)

(Alaba, 2010)

.

: .9.2.5

$(\alpha \leq 0.05)$:

.()

(0.685) (0.407) " " (13.4) " "

$(\alpha \leq 0.05)$

.

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: .10.2.5

$(\alpha \leq 0.05)$:

.()

.(14.4)

" " (15.4) (ONE WAY ANOVA)

$(\alpha \leq 0.05)$ (0.024) (3.773)

(16.4) (LSD)

.

.

:

.11.2.5

$\alpha \leq)$

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(0.05

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(0.246)

(17.4) " "

(0.000)

($\alpha \leq 0.05$)

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: 3.5

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(1) :(2002).

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(1)

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(1) :(2004).

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-235) (2) (24)

.(266

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.(235 -209) (2) 3

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(1) :(2004).

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(11-850)

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(1) :(2009).

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(3) :(1993).

(1) :(1999).

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(1) :(1975).

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:(1995).

:(2003).

(18 -12)

(1) :(1998).

:(2000).

(170 -89) (8)

(17) (34) :(1999).
.(84-70)

(2) :(1983).
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:(2010).

.(297 -289) (3) (11)

:(2004).
(196-167) (86) (22)

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2004 (8)

(1) :(2009).
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(1) :(1991).
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(2)

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		.(1.3)	•
	.(2.3)		•
		.(3.3)	•
		.(4.3)	•
.(5.3)	\		•
.(6.3)	\		•

:(1.3)

: (2)

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:(2.3)

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:(3.3)

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ملحق رقم (4.3): أداة الدراسة .



جامعة القدس
كلية الدراسات العليا
الإرشاد النفسي والتربوي

الاسم : _____

الرقم : _____

الدرجة : _____

الجامعة : _____

الكلية : _____

القسم : _____

الدرجة : _____

الكلية : _____

الجامعة : _____

الرقم : _____

الاسم : _____

القسم الأول المعلومات الشخصية المتعلقة في المستجيب
ضع علامة (ع) على ما ينطبق عليك في البيانات التالية:
1. الجنس:

2- الصف الدراسي.
☐ أول ثانوي.
☐ ثاني ثانوي.

☐ ذكر.
☐ أنثى.

3- التخصص الأكاديمي
☐ علمي. ☐ أدبي. ☐ تجاري

4 – ساعات استخدامك اليومي للإنترنت.

☐ لا استخدم الإنترنت مطلقاً.

☐ أقل من ساعتين يومياً.

☐ ساعتين فأكثر يومياً.

:

($\angle$)

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					.	16

. - :(4.3)

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					.	18
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						23
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					.	25

. - :(4.3)

: (2)

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					.	9
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					.	13
					.	14

. - : (4.3)

: (٤)

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						20
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					.	27

ملحق (5.3) تسهيل مهمة من جامعة القدس إلى مديرية التربية والتعليم \ جنين.

Al-Quds University
Faculty of Educational Science
Graduate Studies Programs



جامعة القدس
كلية العلوم التربوية
برامج الدراسات العليا

الرقم: ب د ع / 12/02/224/12

التاريخ: 2012/02/11

حضرة مدير التربية والتعليم المحترم / جنين

الموضوع: تسهيل مهمة

تحية طيبة وبعد،،

يقوم الطالب : نادر يوسف أحمد قلاوئة، ورقمه الجامعي (20910259)، بدراسة تتعلق برسالة ماجستير، بعنوان :

" اتجاهات طلبة المرحلة الثانوية في محافظة جنين نحو استخدام الانترنت وعلاقته بمفهوم الذات لديهم "

لذا يرجى من حضرتكم تسهيل مهمة الطالب المذكور أعلاه والتعاون معه، وذلك لتطبيق الدراسة خلال الفصل الدراسي الثاني 2012/2011.

شاكرين لكم حسن تعاونكم

والله الموفق

النائب
د. محمد سليم
أ.م.م

د. عمر الريماوي
منسق برنامج ماجستير الإرشاد النفسي والتربوي

ملحق(6.3)تسهيل مهمة من جامعة القدس إلى مديرية التربية والتعليم \ قباطية.

Al-Quds University
Faculty of Educational Science
Graduate Studies Programs



جامعة القدس
كلية العلوم التربوية
برامج الدراسات العليا

الرقم: ب د ع/12/02/223/12
التاريخ: 2012/02/11

حضرة مدير التربية والتعليم المحترم / قباطية

الموضوع: تسهيل مهمة

تحية طيبة وبعد،،
يقوم الطالب : نادر يوسف أحمد قلالوة، ورقمه الجامعي (20910259)، بدراسة تتعلق برسالة
ماجستير، بعنوان :
" اتجاهات طلبة المرحلة الثانوية في محافظة جنين نحو استخدام الانترنت وعلاقته
بمفهوم الذات لديهم "
لذا يرجى من حضرتكم تسهيل مهمة الطالب المذكور أعلاه والتعاون معه، وذلك لتطبيق الدراسة
خلال الفصل الدراسي الثاني 2011/2012.

شاكرين لكم حسن تعاونكم

والله الموفق

د. عمر الريماوي
منسق برنامج ماجستير الإرشاد النفسي والتربوي

:

48	.	1.3
50	(Pearson Correlation)	2.3
50	(Pearson Correlation)	3.3
55	.	1.4
58	.	2.4
61	.	3.4
61	.	4.4
62	.	5.4
63	" "	6.4
64	" "	7.4
65	.	8.4
	.	

66	.	9.4
67	.	10.4
68	.	11.4
69	" "	12.4
70	" "	13.4
71	.	14.4
72	.	15.4
73	(LSD)	16.4
74	.	17.4

فهرس المالحق:

96		1.3
98		2.3
99		3.3
100		4.3
105	\	5.3
106	\	6.3

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6		4.1
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13		
14		
14	self concept	1.2
14	:	.1.1.2
16	:	.2.1.2
17	:	.3.1.2
18	:	.4.1.2
19	:	.5.1.2
20	:	.6.1.2
21	:	.7.1.2
23	:	.8.1.2
24		2.2
24	:	1.2.2
25	:	2.2.2
26	:	3.2.2

29	:	4.2.2
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32	:	6.2.2
33	:	7.2.2
35		3.2
35	:	1.3.2
38	:	2.3.2
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