

فعالية برنامج إرشادي مقترح لخفض قلق الاختبار لدى طلاب المرحلة الثانوية بمحافظة غزة

إعداد الطالب

نائل إبراهيم أبو عزم

إشراف

د. نبيل كامل دخان

قدمت هذه الرسالة استكمالاً لمتطلبات الحصول علي درجة الماجستير في

علم النفس - إرشاد نفسي

1429 - 2008



((قُلْ إِنِّي صَلَّاتِي وَنُسُكِي وَمَحْيَايَ وَمَمَاتِي لِلَّهِ رَبِّ الْعَالَمِينَ
* لَا شَرِيكَ لَهُ وَبِذَلِكَ أُمِرْتُ وَأَنَا أَوَّلُ الْمُسْلِمِينَ))

" 162 : "

إهداء

- إلي الذين قضاوا دفاعاً عن هذه الأمة، فغرسوا فينا الهمة.
- إلي الساكنين في الجنان، سائد، ومحمد، وتحسين.
- إلي والدي العزيزين، الذين غرسا فيّ الأمل والطموح.
- إلي إخواني وأخواتي، الذين شدوا من عضدي.
- إلي زوجتي و أولادي الغالين الذين قاسموني آلامي وآمالي.
- إلي كل أصدقائي، وزملاء مهنتي وجميع العاملين في مجال الإرشاد النفسي.

أهدي هذا البحث المتواضع،

شكر وتقدير

((رَبِّ أَوْزِعْنِي أَنْ أَشْكُرَ نِعْمَتَكَ الَّتِي أَنْعَمْتَ عَلَيَّ وَعَلَى وَالِدَيَّ وَأَنْ أَعْمَلَ صَالِحًا

تَرْضَاهُ وَأَصْلِحْ لِي فِي ذُرِّيَّتِي إِنِّي تُبْتُ إِلَيْكَ وَإِنِّي مِنَ الْمُسْلِمِينَ)) (15 :).

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((قَالَوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ

أَنْتَ الْعَلِيمُ الْحَكِيمُ)) (: 32).

والله من وراء القصد،

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One Way)

One sample t test (Test-T)

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قائمة المحتويات

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(الفصل الأول:)

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(الفصل الثاني:)

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| 190 | t | .21 |
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| 196 | t .() | .24 |
| 197 | t .() | .25 |
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| 204 | t | .28 |
| 207 | (One Way ANOVA) | .29 |
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| 212 | (One Way ANOVA) | .31 |
| 214 | (One Way ANOVA) | .32 |
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| 218 | (One Way ANOVA) | .34 |
| 219 | | .35 |
| 221 | (One Way ANOVA) | .36 |
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| 275 |) | .8 |
| 276 | (0.05) | .9 |
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الفصل الأول

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(2001 :14) .

(1996 :38) .

(2004 :22) .

(1989 :18) .

(1996 :56) .

(Culler & Holahan, 1980)

(1999 :135) .

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(1997 : 484) .

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(1996 : 157) "

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. 2008 - 2007

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الفصل الثاني

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(47 :1989) .

(354 :1998) .

(2000 :590) .

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(1986 :323) .

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(1997 :28) .

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(1987 :27) .

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| | .(233 :2001) " | |
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| .(232 :2002) " | | |
| | " | ☒ |
| .(134 :2003) " | | |
| | " | ☒ |
| .(205 :1981) | | |
| | " | ☒ |
| .(161 :1988) | | |
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| | .(23 :1979) " | (|
| | " San Ford | ☒ |
| .(73 :1984) " | | |
| | " Messerman | ☒ |
| .(65 :1994) " | | |
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.(27: 1987)

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(149 :1996)

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Objective Anxiety :

(236: 1999)

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(108 :1998)

(42 :2001)

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(591 :2000)

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General Anxiety : :

1999

(237 :1999) .

(74 :2000) .

Moral Anxiety : :

(201 :1997) .

(1997 :83) .

Anxiety Neurosis :() :

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(1999 :237) .

(2000 :591) .

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.(15 :1989)

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.(200: 1999)

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.(229 :1992)

Specific Anxiety :() :

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.(31 :1987

(2000 :74) .

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(2002 :269) .

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(2000 :10) .

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(2003 :134) .

(1987 : 30) .

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.4 (1998 : 109) .

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(1996 : 150) :

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(2005 : 327) :

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(109 :1998) .

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(214 :1981) .

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Anxiety State : ❖

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() (1987 :28).

() (1982 :12).

() (1985 :4).

(1996 : 90) .

Anxiety Trait : ❖

(2000 : 19) .

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(1996 : 90) .

(1985 : 4) .

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.(50: 1978)

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(1991 : 59 - 60) .

(1989 : 388) .

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(2001 : 115) .

(Worry)

.(97: 1997)

.2 :()

.(115: 2001)

.(267: 2002)

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.(115 :2001)

.(98: 1997)



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(1996 :154) .

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Physical Syndrome :() :

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(2000 :38) .

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(1998 :108) .

Emotional Syndrome :() :

(2000 :39) .

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.(84 :1997)

.(487 :2001)

" (578 :1973)

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.(48 :1997)

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(2006 :293)

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(2002 :230)

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(1989 :31)

" **Bodelesky**

(2001 :25) "

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(1997 : 62) .

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(1997 : 206) .

(1988 : 210)

(1980 : 268) .

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(1987 :325) .

Steinberg, 1989

(1991 :32) .

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.(236 :1992)

(494 :2001)

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.(122 :1998)

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(393:1994)

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.(166 :1980)

.(229 :1994)

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(1992 :235)

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(1998 :110) .

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Freud :



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(1999 :236) .

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.(151 :1996)

.(187 :1997)

.(110 :1998)

.(24 :1978)

Alfred Adler : ❖

(205 :1997)

(151 :1996)

Karen Horney :



(235 2002)

Horney

(25 :1978)

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(112: 1998) .3

(1997 :205) .

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(1997 :80) .

Erich Fromm :



(1998 :24) .

(1997 :84) .

Behaviouristic School : :

(2004 :80) .

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(2001 :70) .

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Dolard & Miller

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(2001 :25) .

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(1978 :26) .

Droxsy

Shaffer

(1998 : 58) .

Humanistic School :

(1989 : 113) .

Roger

Maslow

(2000 : 217) .

(1990 : 51) .

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(1997 : 105) .

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(330: 2005) .

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(1998 : 115) .

(2005 : 284) .

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(334 :2005) .

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(389 :1994) .

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(285 :2005) .

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(378 :2003) .

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(2001 : 488) .

Chemot Therapy : :

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(1996 : 156) .

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(2003 : 149) (-

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(1996 : 87) .

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(2001 : 118) .

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(1987 : 247) .

(2004 :439-440):

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Test Anxiety

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Test Anxiety

(2003 : 220) .

(2000 : 95) .

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(1994 : 390) .

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(2000 :96) .

" (Gohn, 1985) ❖

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(2005 :207) .

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" (1987 :32) .

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Debilitative :

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Emotionality

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.(246 :2002)

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Culler & Holahan

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(1994 : 54) .

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(2003 : 221) .

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.13 (2000 : 99) .

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.5 (1996 : 98)

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.(230 :2000)

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.(250 : 2002)

(**Desensitization**) : /

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- .(228 :2003)
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- .(229 :2003)
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.(220 :2005)

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(1997 :25) .

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(2000 :287) .

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(2005 : 32) .

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(1987 : 70) .

(2001 :14) .

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(1986 :285) .

Applied Psychology

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(2001 : 39) .

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" (1992 : 9) .

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(2001 : 37) .

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(1997 : 20) .

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(1996 : 13) .

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Tolbert

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(1996 : 11) .

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Glanz,1962

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(2006 : 5) .

Patterson, 1974

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.(17 :2002) .

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Rogers, 1952

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.(71 :2002) "

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Pepinsky, 1954

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.(64 :1998)

(1981)

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.(16 :2002) "

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.(22 :2007)

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.(18 :1997) "

" **W.A Obuid** ☒

.(12 :2006)

" **Bruch, 1981** ☒

.(21 :2007)

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.(10 :2006)

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(2003 :35) .

Counseling

(1999 :44) .

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Psychological

(1980 :30)

Conflicts

Shocks

(1998 :35) .

(1994 : 28) .

(2002 : 23) .

(1987 : 2) .

(1987 : 71) .

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(1996 : 19) .

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(14 :1990) .

(14: 2000) .

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(23 :2002) .

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(2000 :15) .

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(1990 :16) .

1990

Counseling Goals :



(2004 : 213) .

Rogers, 1951 :

Patterson, 1970

Ponzo, 1976

(1987 : 22) .

(1994 : 33) .

1988

(2001 : 47) .

Zax,1976

(1994 : 33) .

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.1 (Cognitive) :

.2 (Affective) :

.3 (Doing) :

(1987 : 40)

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(Self – actualization) :

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(2002:24) .

Adjustment : :

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(20: 2000)

Psychic Health : :

(43 :2001)

Educational Improvement : :

(17 :1996) .

Control - Self : :

(16 :2003) .

Decision - Making : :

(55 :2004) .

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(28: 2002)

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Developmental :

(36 :1996)

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(21 :2000)

Preventive Method : :

(2004 :215) .

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(1990 :24) .

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.(47 :2006)

Treatment Method : :

.(33 :2005)

Principles of the Counseling Process : ❖

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Confidentiality : :

Acceptance of the Counselee : :

Rogers1951

(23: 1987)

Here & Now : :

(34 :2002)



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Educational Counseling :

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. (270 :1987)

.(282 :1994)

.(28: 2003)

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(2000 :131) .

Clinical Counseling : :

(2002 :89) .

(1987 :264) .

Vocational Counseling : :

(1996 :47) .

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(1988 :284) .

Family Counseling : :

(2000 :135) .

(1996 :38) .

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. (151 :1990)

Child Counseling : :

.(36: 1993)

.(177 :2002)

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- .1 () .
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 - .4 .(114 :2001)

.(184 :2002)

Adolescents Counseling :() :

.(50 :1996)

.(24 :1998)

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(2004 : 162) .

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process Counseling :



(2003 :79) .

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(2004 :260) .

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(2007 :71) .

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(2003 :79) .

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Prepartion :

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(1985 :43) .

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.(73 :2007)

Dignosis : .2

.(260 : 2004)

Counseling : .3

.(80 :2003)

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.(58 :1985) .7

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(1999 :111) .

Theories of Guidance & Counseling :



(2004 :58) .

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Psychoanalytic Theory : :

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(1997 :38)

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(2003 :111) .

(1994 : 50) .

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(1996 : 169) .4

Behavior Theory : :

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(2002 : 234) .

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(2001 :53) .

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(1992 :253) .

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(1998 :45) .

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(1998 :225) .

(1994 :75) .

(1992 :37) .

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(2000 :48) .

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(1996 :164) .

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.(58 :1990)

Self Theory : :

.(182 :1998)

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.(178 :2002)

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.(183 :1998)

(1994 : 71) .

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(2002 : 145) .

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(1999 : 36) .

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(1998 :220) .

Trait Theory : :

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(2004 :97) .

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(2000 :285) .

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(114 :1987) .

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Trait Theory :

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(45 :1997) .

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(180 :2002) .

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(1998 :304) .

Rational- Emotive Theory(R.E.T) : - :

(2003 :63) .

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(2000 :274) .

(2004 :97) .



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(175 :1996)

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(1979 :73) .

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(1980 :5) .

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(1983 :290) .

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.(193: 2005)

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(19)

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.(153 :1974)

(Adolescence)

(Adolescere)

.(54 : 2007)

.(77 :1987)

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.(20 :2006

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.(275 : 2003

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.(178 :2005)

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.(22 :1984)

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(13 :)"

.(181 :1987)

(2005)

(2005 :202) .

(1984)

(1984 :19) .

(2005 :177) .

(1985 :19) .

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(1986)

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(1977 :148 -149)

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Physical development :

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(2005 :178)

(1988 : 245 - 246) .

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(1981 : 124) .

(1994)

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(1977 : 149) .

Cognitive development :



(2005 :179) .

(2005 :201) .

(1977 :150) .

Social development :



(2005 :204) .

(1986 :298) .

(1980 :64) .

(2007 :86) .

Social development :



(2005 :202) :

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(1986 : 295) .

(1977 : 348) .

(1988 : 256) .

(2003 :274) .

Social development :



(1988 :267) .

(2002 :230) .

(1975 :324) .

(1977 :151) .

(1975 :307 – 308) :

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(2005 : 184) .

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(2006 :54) .

(2007 :97) .

(2003 :284) .

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(2005 :208) .

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(2003 :196)

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الفصل الثالث

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.1 (Lawson, 1991):

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(54)

.2) (1995) :

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(40)

(11 - 9)

.3) (1997) :

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(60)

.4) (1997) :

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.5 () : (1999)

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(360)

.6 () : (2000)

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(20)

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.7) (2002) :

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(12)

(12)

.8) (2002) :

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(40)

.9 (2003) :

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.10 (2003) :

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(194)

(146)

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(48)

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.11) (2004) :

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(76)

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.12) (2005) :

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(20)

(10)

(10)

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.1) (Denny,1966) :

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(168)

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.2 (Heinrich, 1979) :

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(86)

.3 (1981 ,) :

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(56) , 25-15 (122)
(66)

.4 (1982 ,) :

(170) (200)

.5) (1989):

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(105)

.6) (1989):

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(200)

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.7) (1991):

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(186) (152)

.8) (1992):

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(87)

(34)

(53)

15 – 8

25

18

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%50

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(%54)

%52

%35

%13

.9) (1993):

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(140)

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.10) (1993):

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(1674)

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(0.01)

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(157)

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.12 () , 1997:

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(206)

(404)

(198)

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.13 () , 1997:

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(210)

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.14) (2000):

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(743)

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.15) (2002):

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(267)

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(156)

(111)

.16) (2003) :

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(433)

.17) (2006) :

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(254)

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.1 : (Tobias & Sigmumd, 1972)

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(90)

.2 : (Jacko & Hack, 1974)

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(104)

.3 : (1974)

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(420)

(138)

(237)

.4 (Couch.et.al, 1979) :

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(426)

.5 (Bander.Betz,1981) :

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(56)

.6 (1984) :

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(517) (707)

(1224)

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.7 (Depreeuw, 1984):

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(47)

.8 (Hunsley, 1985):

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(62)

.9 (1986):

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(160)

(325)

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(165)

.10) (1987) :

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.11) (1987) :

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(181)

(378)

(197)

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.12) (1988) :

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(424) (656) (1080)

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(412)

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:(1988) .14

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(175)

.15) (1990) :

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(309)

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.16) (Browne, 1991) :

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(402)

.17) (1992) :

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(400)

.18) (1993) :

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(253)

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.19) (1995) :

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(349)

.20 () (1995):

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(502)

.21 (Hodge, 1996):

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(234)

.22 (Tunks, 1997) :

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.23 (1997) :

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.24 (Otomo, 1998) :

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(351)

.25) (1998) :

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(120)

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.26) (1999) :

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(500)

.27) (2000) :

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(270)

(67)

(0.05)

.28) (2001) :

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(1800)

.29 (2001) :

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(227)

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.30 (Zeidner, 2001) :

(124)

(118)

(416)

(174)

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.31) (2004) :

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(2003)

T-test

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(1981)

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(2002) (1997)

(2002) (40)

(1993) (1674)

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T-test

(2002) (1993) (2002) (2006) (1992)

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(2000) (1997)
(2000)
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(1997) (2002)
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(1988) (1974)
(2004) (Jacko &Hack, 1974)
(2001)
(Depreeuw, 1984)
(1990)
(1986)
(1999) (1997)
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(2001)

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الفصل الرابع

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الفصل الرابع إجراءات الدراسة

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.1 (0.05= ∞)

.2 (0.05= ∞)

.3 (0.05= ∞)

.4 (0.05= ∞)

.5 (0.05= ∞)

(0.05= ∞) .6

(0.05= ∞) .7

(0.05= ∞) .8

(0.05= ∞) .9

(0.05= ∞) .10

⋄

⋄

(2002 : 43) .

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(1995 : 122) .

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.(43 :1999)

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()

(5428) ()

2008 – 2007

" 2 "

| | | | | |
|------|---------|---------|--|----|
| | () | () | | |
| 5428 | 2792 | 2636 | | .1 |
| %100 | % 51.44 | % 48.56 | | |

" 3 "

| | | | | | |
|------|----------|----------|----------|---------|--|
| | | | | | |
| 5428 | 620 | 2172 | 577 | 2059 | |
| | 2792 | | 2636 | | |
| %100 | % 22.206 | % 77.793 | % 21.889 | %78.110 | |

" 4 "

| | | | | | |
|------|----------|----------|----------|--------|--|
| | | | | | |
| 5428 | 620 | 577 | 2172 | 2059 | |
| | 1197 | | 4231 | | |
| %100 | 51.796 | % 48.203 | % 51.335 | 48.664 | |
| | % 22.052 | | % 77.947 | | |

: _____ ❖

:

Pilot Sample : :

(35)

(70)

(35)

:

((5))

" 5 "

| | | | |
|----|-----------|-----------|-----|
| | | | |
| 35 | 16 | 19 | () |
| 35 | 19 | 16 | () |
| | 35 | 35 | |

Actual Sample :

(542)

((6))

" 6 "

| | | | |
|------------|------------|------------|-----|
| | | | |
| 263 | 58 | 205 | () |
| 279 | 62 | 217 | () |
| 542 | 120 | 422 | |

: *

:

$$5428 =$$

$$\% 10 = ()$$

$$542 = \frac{54280}{100} = 5428 \times \frac{10}{100} =$$

$$2636 = 1$$

$$2792 = 2$$

$$263 = \frac{542 \times 2636}{5428} = \frac{\times 1}{5428} = 1$$

$$279 = \frac{542 \times 2792}{5428} = \frac{\times 2}{5428} = 2$$

:

:

$$263 =$$

$$= 263 \times \underline{\hspace{2cm}} =$$

■

$$205 = 263 \times \frac{2059}{2636} =$$

$$= 263 \times \frac{\quad}{\quad} =$$

$$58 = \frac{263 \times 577}{2636} =$$

:

$$279 =$$

$$= 279 \times \frac{\quad}{\quad} =$$

$$217 = \frac{279 \times 2172}{2792} =$$

$$= 279 \times \frac{\quad}{\quad} =$$

$$62 = \frac{279 \times 620}{2792} =$$

:

:

(15)

()

()

:



:

: /

% 48.5

((7))

% 51.5

" 7 "

| | | |
|--------------|------------|--|
| | | |
| 48.5 | 263 | |
| 51.5 | 279 | |
| 100.0 | 542 | |

: /

% 22.1

((8))

%77.9

" 8 "

| | | |
|--------------|------------|--|
| | | |
| 22.1 | 120 | |
| 77.9 | 422 | |
| 100.0 | 542 | |

% 24.5

: /

((9))

% 43.7

% 11.6

% 20.1

" 9 "

| 24.5 | 133 | |
|--------------|------------|--|
| 43.7 | 237 | |
| 11.6 | 63 | |
| 20.1 | 109 | |
| 100.0 | 542 | |

: /

% 30.3

((10))

% 40.8

% 17.3

% 11.6

" 10 "

| | | |
|--------------|------------|--|
| | | |
| 30.3 | 164 | |
| 40.8 | 221 | |
| 17.3 | 94 | |
| 11.6 | 63 | |
| 100.0 | 542 | |

:

/

% 51.5 ((11))

% 20.5 % 28.0

" 11 "

| | | |
|--------------|------------|--|
| | | |
| 51.5 | 279 | |
| 28.0 | 152 | |
| 20.5 | 111 | |
| 100.0 | 542 | |

:

/

% 4.6 ((12))

8-5

% 54.1 4

9

% 41.3

" 12 "

| 4.6 | 25 | 4 |
|--------------|------------|------|
| 54.1 | 293 | 8 -5 |
| 41.3 | 224 | 9 |
| 100.0 | 542 | |

% 25.1

((13))

% 61.4

% 13.5

" 13 "

| 25.1 | 136 | |
|--------------|------------|--|
| 61.4 | 333 | |
| 13.5 | 73 | |
| 100.0 | 542 | |

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() :

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()

() ()

- - -)

(54)

(

_____ :

(13)

((1))

((6))

▪ _____ :

:

.1 / :

.(21 -1) (21) .

.2 / :

.(32 - 22) (11)

.3 / :

.(44- 33) (12)

.4 / :

.(52 -45) (8)

▪ **Test Validity** : _____

:

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.1 / :

(13)

Internal Consistency :

.2

(70)

":

.(98 :1996)

•

((14))

r

r

(0.05)

(68)

(0.05)

0.233

" 14 "

| | | | | | |
|-------|-------|-----------|-------|-------|-----------|
| 0.000 | 0.578 | 27 | 0.000 | 0.493 | 1 |
| 0.003 | 0.348 | 28 | 0.001 | 0.382 | 2 |
| 0.000 | 0.527 | 29 | 0.000 | 0.407 | 3 |
| 0.000 | 0.542 | 30 | 0.000 | 0.409 | 4 |
| 0.000 | 0.539 | 31 | 0.000 | 0.545 | 5 |
| 0.000 | 0.493 | 32 | 0.007 | 0.322 | 6 |
| 0.002 | 0.358 | 33 | 0.033 | 0.255 | 7 |
| 0.001 | 0.378 | 34 | 0.000 | 0.529 | 8 |
| 0.006 | 0.326 | 35 | 0.030 | 0.260 | 9 |
| 0.001 | 0.401 | 36 | 0.015 | 0.290 | 10 |
| 0.005 | 0.335 | 37 | 0.001 | 0.388 | 11 |
| 0.007 | 0.321 | 38 | 0.008 | 0.316 | 12 |
| 0.000 | 0.518 | 39 | 0.000 | 0.550 | 13 |
| 0.000 | 0.486 | 40 | 0.000 | 0.564 | 14 |
| 0.001 | 0.395 | 41 | 0.001 | 0.405 | 15 |
| 0.000 | 0.552 | 42 | 0.022 | 0.274 | 16 |
| 0.010 | 0.306 | 43 | 0.000 | 0.616 | 17 |
| 0.012 | 0.297 | 44 | 0.000 | 0.584 | 18 |
| 0.000 | 0.461 | 45 | 0.034 | 0.253 | 19 |
| 0.000 | 0.498 | 46 | 0.000 | 0.432 | 20 |
| 0.000 | 0.433 | 47 | 0.005 | 0.333 | 21 |
| 0.000 | 0.599 | 48 | 0.000 | 0.597 | 22 |
| 0.000 | 0.574 | 49 | 0.000 | 0.598 | 23 |
| 0.000 | 0.628 | 50 | 0.000 | 0.528 | 24 |
| 0.000 | 0.583 | 51 | 0.009 | 0.308 | 25 |
| 0.000 | 0.446 | 52 | 0.033 | 0.255 | 26 |

0.233

68

0.05

r

: •

((15))

((15))

(0.05)

" 15 "

| | | |
|--------------|--------------|---|
| | | |
| 0.000 | 0.614 | : |
| 0.000 | 0.917 | : |
| 0.000 | 0.767 | : |
| 0.000 | 0.836 | : |
| 0.000 | 0.617 | |

0.233

68

0.05

r

r

:Reliability ■

:Split-Half Coefficient •

: **(Spearman-Brown Coefficient)**

((16))

$$\frac{r}{r+1} =$$

" 16 "

()

| 0.000 | 0.841319 | 0.7261 | : |
|--------------|---------------|---------------|---|
| 0.000 | 0.935434 | 0.8787 | : |
| 0.000 | 0.744428 | 0.5929 | : |
| 0.000 | 0.823114 | 0.6994 | : |
| 0.000 | 0.8772 | 0.7813 | |

: •

((17))

" 17 "

()

| 0.000 | 0.8066 | 0.7261 | : |
|--------------|---------------|---------------|---|
| 0.000 | 0.9553 | 0.8787 | : |
| 0.000 | 0.7775 | 0.5929 | : |
| 0.000 | 0.8807 | 0.6994 | : |
| 0.000 | 0.9036 | 0.7813 | |

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.1 () .

.2

) (12) .3

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.4

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12

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(70 - 60)

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(15)

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 2007 : ■
 2008 : ■

" 18 "

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| .1 | |
| .2 | |
| .3 | |
| .() | |
| | |
| | |
| | |
| 12 | |
| (80 -60) | |
| -() - - | |
| - - -() | |
| - | |

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(80 - 60)

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.1

.2

.3

.4

" 19 "

(-):

| .() | | .1 |
|----------|--|-----|
| . | | .2 |
| .(- -) | | .3 |
| . | | .4 |
| .() . | | .5 |
| . | | .6 |
| .() | | .7 |
| . | | .8 |
| . | | .9 |
| . | | .10 |
| .() | | .11 |
| . () | | .12 |

_____ :

(SPSS)

:

.1

- .2

.(1-Sample K-S)

.3

.4

) : .5

.(

: : .6

One sample t test .(Test-T) ■

Independent Sample T -Test .(T- Test) ■

.(One Way ANOVA) ■

.(Scheffe TEST) ■

■

■

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.1

.2

.3

.4

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.6

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.10

.11

.12

.13

.14

.15

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Sample -1) -)

(K-S)

(Z) Z ((20))

(sig. > 0.05) 0.05

" 20 "

(One-Sample Kolmogorov-Smirnov)

| | Z | |
|--------------|--------------|---|
| 0.372 | 0.915 | : |
| 0.016 | 1.556 | : |
| 0.101 | 1.221 | : |
| 0.702 | 0.706 | : |
| 0.949 | 0.521 | |

• :

(One Sample T test) ((T))

(24 23 22 21)

()

t

t

t

0.05

(0.05)

(541)

1.96

()

(% 60

1.96 -

t

t

(% 60

0.05

(0.05)

(541)

(.05)

()

• :

: :

((21))

(" 5 ")

:

% 88.86

(

) " 10 "

▪

% 83.28

(

) " 2 "

▪

(

) " 9 "

▪

. %81.00

:

%.%68.52

(

) " 4 "

•

%.%66.13

(

) " 18 "

•

%.%60.96

(

) " 5 "

•

%75.23

(0.05)

(0.000)

%60"

" 21 "

t

()

| | t | | (5) | | | | | | |
|--------------|---------------|--------------|-------------|------|------|------|------|------|----|
| 0.000 | 12.386 | 74.50 | 3.73 | 1.5 | 8.1 | 31.4 | 34.5 | 24.5 | 1 |
| 0.000 | 12.763 | 83.28 | 4.16 | 0.4 | 5.5 | 18.6 | 28.2 | 47.2 | 2 |
| 0.000 | 11.015 | 76.68 | 3.83 | 1.5 | 6.1 | 29.5 | 33.4 | 29.5 | 3 |
| 0.000 | 7.734 | 68.52 | 3.43 | 11.1 | 13.7 | 19.9 | 32.3 | 23.1 | 4 |
| 0.372 | 0.894 | 60.96 | 3.05 | 14.9 | 16.2 | 32.5 | 21.8 | 14.6 | 5 |
| 0.000 | 10.720 | 77.08 | 3.85 | 3.0 | 9.0 | 26.4 | 22.9 | 38.7 | 6 |
| 0.000 | 8.950 | 70.89 | 3.54 | 6.1 | 14.2 | 20.8 | 36.9 | 22.0 | 7 |
| 0.000 | 9.805 | 74.35 | 3.72 | 11.1 | 13.8 | 10.1 | 22.1 | 42.8 | 8 |
| 0.000 | 10.763 | 81.00 | 4.05 | 4.6 | 10.5 | 7.6 | 29.9 | 47.4 | 9 |
| 0.000 | 12.597 | 88.86 | 4.44 | 1.5 | 1.8 | 11.1 | 22.1 | 63.5 | 10 |
| 0.000 | 10.708 | 78.08 | 3.90 | 2.8 | 8.7 | 19.6 | 33.4 | 35.6 | 11 |
| 0.000 | 10.546 | 78.38 | 3.92 | 3.1 | 8.1 | 15.3 | 40.6 | 32.8 | 12 |
| 0.000 | 8.716 | 71.99 | 3.60 | 10.1 | 11.1 | 18.6 | 29.0 | 31.2 | 13 |
| 0.000 | 9.765 | 76.86 | 3.84 | 3.7 | 11.8 | 19.9 | 25.6 | 38.9 | 14 |
| 0.000 | 11.527 | 77.56 | 3.88 | 6.5 | 9.4 | 16.2 | 25.6 | 42.3 | 15 |
| 0.000 | 7.428 | 73.91 | 3.70 | 7.2 | 11.1 | 16.1 | 36.3 | 29.3 | 16 |
| 0.000 | 6.136 | 71.48 | 3.57 | 8.9 | 8.5 | 23.6 | 34.5 | 24.5 | 17 |
| 0.000 | 4.922 | 66.13 | 3.31 | 17.0 | 13.7 | 20.7 | 19.2 | 29.5 | 18 |
| 0.000 | 10.316 | 77.90 | 3.89 | 4.4 | 11.8 | 16.1 | 25.3 | 42.4 | 19 |
| 0.000 | 9.788 | 74.69 | 3.73 | 7.2 | 9.4 | 22.1 | 25.3 | 36.0 | 20 |
| 0.000 | 10.159 | 76.64 | 3.83 | 2.6 | 10.1 | 20.7 | 34.7 | 31.9 | 21 |
| 0.000 | 10.231 | 75.23 | 3.76 | | | | | | |

(1.96)

(0.05)

(541)

t

(11 10 2)

(6 19 4)

(5)

:

((22))

:

.%86.61

(

) " 26 " ■

(

) " 29 " ■

.%85.72

(

) " 30 " ■

.%80.63

:

(

) " 27 " ●

.%71.48

(

) " 31 " ●

.%69.15

(

) " 32 " ●

.%65.13

% 75.93

(0.05)

(0.000)

(%60)

" 22 "

t

()

| | t | | (5) | | | | | | |
|--------------|---------------|--------------|-------------|------|------|------|------|------|----|
| 0.000 | 11.637 | 73.14 | 3.66 | 10.3 | 7.4 | 25.1 | 20.7 | 36.5 | 22 |
| 0.000 | 10.917 | 72.92 | 3.65 | 10.7 | 12.0 | 18.5 | 19.7 | 39.1 | 23 |
| 0.000 | 16.917 | 77.34 | 3.87 | 4.4 | 10.9 | 19.4 | 24.2 | 41.1 | 24 |
| 0.000 | 14.936 | 77.01 | 3.85 | 8.5 | 8.1 | 21.0 | 14.6 | 47.8 | 25 |
| 0.000 | 17.190 | 86.61 | 4.33 | 5.7 | 1.8 | 13.8 | 10.9 | 67.7 | 26 |
| 0.000 | 11.858 | 71.48 | 3.57 | 5.7 | 10.3 | 28.4 | 31.9 | 23.6 | 27 |
| 0.000 | 15.525 | 76.09 | 3.80 | 6.1 | 7.0 | 26.8 | 20.7 | 39.5 | 28 |
| 0.000 | 17.459 | 85.72 | 4.29 | 2.2 | 1.8 | 19.2 | 18.6 | 58.1 | 29 |
| 0.000 | 19.403 | 80.63 | 4.03 | 4.2 | 12.4 | 12.4 | 18.1 | 53.0 | 30 |
| 0.000 | 7.741 | 69.15 | 3.46 | 13.5 | 12.2 | 19.0 | 25.8 | 29.5 | 31 |
| 0.000 | 4.181 | 65.13 | 3.26 | 17.3 | 12.4 | 25.5 | 17.0 | 27.9 | 32 |
| 0.000 | 13.939 | 75.93 | 3.80 | | | | | | |

(26 29 30)

(27 31 32)

| | | | |
|---------|------------|----------|---------|
| | | : | : |
| | ((23)) | | |
| | (" 40 ") | | |
| | : | | |
| .%87.93 | (|) " 36 " | ▪ |
| | (|) " 41 " | ▪ |
| | | | .%83.69 |
| .%79.59 | (|) " 33 " | ▪ |
| | : | | |
| | (|) " 43 " | • |
| | | | .%70.92 |
| | (|) " 39 " | • |
| | | | .%68.60 |
| .%60.41 | (|) " 40 " | • |
| | % 75.28 | | |
| | (0.05) | (0.000) | (%60) |

" 23 "

t
()

| | t | | (5) | | | | | | | |
|--------------|---------------|--------------|-------------|------|------|------|------|------|----|--|
| 0.000 | 14.495 | 79.59 | 3.98 | 5.4 | 9.4 | 16.6 | 19.2 | 49.4 | 33 | |
| 0.000 | 13.594 | 74.13 | 3.71 | 6.1 | 12.0 | 19.6 | 26.6 | 32.5 | 34 | |
| 0.000 | 13.140 | 75.94 | 3.80 | 8.9 | 8.1 | 20.7 | 19.2 | 43.2 | 35 | |
| 0.000 | 15.499 | 87.93 | 4.40 | 2.0 | 4.1 | 10.7 | 18.6 | 64.6 | 36 | |
| 0.000 | 14.965 | 75.54 | 3.78 | 4.6 | 11.6 | 24.0 | 21.0 | 38.7 | 37 | |
| 0.000 | 14.007 | 79.45 | 3.97 | 3.0 | 10.9 | 14.9 | 28.4 | 42.8 | 38 | |
| 0.000 | 7.433 | 68.60 | 3.43 | 12.0 | 14.9 | 18.5 | 27.3 | 27.3 | 39 | |
| 0.754 | 0.314 | 60.41 | 3.02 | 25.3 | 12.9 | 19.9 | 18.3 | 23.6 | 40 | |
| 0.000 | 14.825 | 83.69 | 4.18 | 2.6 | 6.8 | 18.1 | 14.6 | 57.9 | 41 | |
| 0.000 | 9.945 | 70.96 | 3.55 | 5.9 | 18.5 | 24.2 | 17.9 | 33.6 | 42 | |
| 0.000 | 9.313 | 70.92 | 3.55 | 13.1 | 8.3 | 22.5 | 23.1 | 33.0 | 43 | |
| 0.000 | 12.108 | 76.20 | 3.81 | 3.9 | 13.1 | 17.2 | 29.9 | 36.0 | 44 | |
| 0.000 | 13.317 | 75.28 | 3.76 | | | | | | | |

(36 41 33)

،()

(40 39 44)

:() :

((24))

:

() " 46 " ■
. %90.66

() " 51 " ■
. %83.76

() " 50 " ■
. %83.73

:

() " 52 " ●
. %83.32

() " 47 " ●
. %80.77

() " 45 " ●
. % 77.60

% 83.36

(0.05)

(0.000)

(%60)

" 24 "

t
()

| | t | | (5) | | | | | | |
|--------------|---------------|--------------|-------------|-----|-----|------|------|------|----|
| 0.000 | 14.116 | 83.51 | 4.18 | 1.5 | 5.4 | 15.1 | 30.3 | 47.8 | 45 |
| 0.000 | 16.638 | 90.66 | 4.53 | 0.4 | 1.8 | 9.0 | 21.6 | 67.2 | 46 |
| 0.000 | 12.885 | 80.77 | 4.04 | 0.6 | 6.3 | 19.6 | 36.0 | 37.6 | 47 |
| 0.000 | 13.989 | 83.51 | 4.18 | 0.6 | 5.0 | 16.1 | 33.2 | 45.2 | 48 |
| 0.000 | 11.836 | 77.60 | 3.88 | 2.2 | 7.4 | 24.5 | 31.9 | 33.9 | 49 |
| 0.000 | 13.724 | 83.73 | 4.19 | 1.5 | 3.7 | 18.6 | 27.1 | 49.1 | 50 |
| 0.000 | 13.590 | 83.76 | 4.19 | 2.2 | 3.5 | 12.2 | 37.5 | 44.6 | 51 |
| 0.000 | 13.423 | 83.32 | 4.17 | 3.0 | 4.4 | 14.8 | 28.8 | 49.1 | 52 |
| 0.000 | 13.317 | 75.28 | 3.76 | | | | | | |

()

(51 50 46)

52)

(49 47

:

%75.23

% 75.28

% 75.93

(%60)

% 83.36

(0.05)

(0.000)

((25))

:

" 25 "

| | t | | (5) | |
|--------------|---------------|--------------|--------------|---|
| 0.000 | 10.231 | 75.23 | 3.76 | : |
| 0.000 | 13.939 | 75.93 | 3.80 | : |
| 0.000 | 13.317 | 75.28 | 3.76 | : |
| 0.000 | 14.311 | 83.36 | 4.17 | : |
| 0.000 | 12.854 | 76.64 | 3.831 | |

: :

" :

t

((26))

(One Sample T- test)

:

" 26 "

(t)

| | t | | (5) | |
|--------------|---------------|--------------|--------------|---|
| 0.000 | 10.231 | 75.23 | 3.76 | : |
| 0.000 | 13.939 | 75.93 | 3.80 | : |
| 0.000 | 13.317 | 75.28 | 3.76 | : |
| 0.000 | 14.311 | 83.36 | 4.17 | : |
| 0.000 | 12.854 | 76.64 | 3.831 | |

(1.96)

(0.05)

(541)

t

60

(Cut Point)

(2001)

(One Sample T- test)

.(1998)

((t))

((t))

((% 60))

(0.000)

((541))

((1.96))

t ((3.831))

((1.96))

((60))

((0.05))

."(%60)

:

()

t ((12.854))

((76.64))

((0.000))

()

(Hunsley, 1985) (1998) (2001)
(1995) (1995)

(0.05= α) :

(Independent T-test) (t)

((27))

(0.05) :

" 27 "

542 =

t

| | t | | | | | |
|---------|---------|----------------|---------------|------------|--|--|
| **0.000 | 19.023- | 0.58400 | 3.3791 | 263 | | |
| | | 0.28121 | 4.1215 | 279 | | |
| **0.000 | 15.449- | 0.57960 | 3.4314 | 263 | | |
| | | 0.48716 | 4.1404 | 279 | | |
| **0.000 | 15.931- | 0.75115 | 3.3384 | 263 | | |
| | | 0.42016 | 4.1652 | 279 | | |
| **0.000 | 14.195- | 0.68612 | 3.8232 | 263 | | |
| | | 0.37628 | 4.4928 | 279 | | |
| **0.000 | 22.416- | 0.49919 | 3.4491 | 263 | | |
| | | 0.23355 | 4.1927 | 279 | | |

0.05

* (1.96)

(0.05)

(541)

t

0.01

** (2.576)

(0.01)

(541)

t

() ()

() ()

(1992)

(1988)

(1974)

(2001)

($0.05 = \alpha$)

":

."()

(Independent T-test)

(t)

((28))

(0.05) ()

(0.05)

":

."

(0.05)

":

(0.05)

(0.05)

":

(0.05)

."

" 28 "

t

| | t | | | | | |
|---------|--------|----------------|---------------|------------|--|--|
| *0.013 | 2.493 | 0.45187 | 3.8603 | 120 | | |
| | | 0.61675 | 3.7331 | 422 | | |
| # 0.213 | 1.251- | 0.73388 | 3.7250 | 120 | | |
| | | 0.61102 | 3.8167 | 422 | | |
| # 0.233 | 1.196 | 0.63223 | 3.8278 | 120 | | |
| | | 0.75699 | 3.7459 | 422 | | |
| # 0.740 | 0.332 | 0.65885 | 4.1854 | 120 | | |
| | | 0.63863 | 4.1629 | 422 | | |
| # 0.255 | 1.141 | 0.42683 | 3.8742 | 120 | | |
| | | 0.56282 | 3.8199 | 422 | | |

(0.05)

#

(0.05)

*

(0.05)

(

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":

(0.05)

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(

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(1998)

(1986)

(2000)

($0.05 = \alpha$)

":

."()

(One Way ANOVA)

((29))

(0.05)

(0.05)

":

."()

((29))

((30))

" 29 "

(One Way ANOVA)

| | " F" | | | | | |
|---------|-------|--------------|------------|----------------|--|--|
| *0.033 | 2.938 | 0.999 | 3 | 2.997 | | |
| | | 0.340 | 538 | 182.955 | | |
| | | | 541 | 185.952 | | |
| **0.001 | 5.758 | 2.303 | 3 | 6.908 | | |
| | | 0.400 | 538 | 215.148 | | |
| | | | 541 | 222.056 | | |
| **0.006 | 4.201 | 2.208 | 3 | 6.625 | | |
| | | 0.526 | 538 | 282.817 | | |
| | | | 541 | 289.443 | | |
| # 0.100 | 2.092 | 0.859 | 3 | 2.577 | | |
| | | 0.410 | 538 | 220.832 | | |
| | | | 541 | 223.409 | | |
| *0.035 | 2.890 | 0.821 | 3 | 2.463 | | |
| | | 0.284 | 538 | 152.849 | | |
| | | | 541 | 155.313 | | |

2.62 0.05 (538 3) F

3.83 0.01 (538 3) F

(0.01) ** (0.05)

| | | | | | |
|----------------|----------------|-----------------|----------------|--|--|
| | | | | | |
| 0.1783 | 0.0487- | 0.0093 | | | |
| 0.1689 | 0.0581- | | 0.0093- | | |
| 0.2270* | | 0.0581 | 0.0487 | | |
| | 0.2270*- | 0.1689- | 0.1783- | | |
| 0.1380- | 0.1611- | 0.2815*- | | | |
| 0.1435 | 0.1204 | | *0.2815 | | |
| 0.0231 | | 0.1204- | 0.1611 | | |
| | 0.0231- | 0.1435- | 0.1380 | | |
| 0.0317- | 0.0391 | 0.2227- | | | |
| 0.1910 | 0.2618* | | 0.2227 | | |
| 0.0708- | | 0.2618*- | 0.0391- | | |
| | 0.0708 | 0.1910- | 0.0317 | | |
| 0.0593 | 0.0324- | 0.1104- | | | |
| 0.1696* | 0.0780 | | 0.1104 | | |
| 0.0916 | | 0.0780- | 0.0324 | | |
| | 0.0916- | 0.1696*- | 0.0593- | | |

()

(2001)

($0.05 = \alpha$)

":

."()

(One Way ANOVA)

((31))

(0.05)

(0.05)

":

."

((31))

()

(-)

(1987)

(2001)

" 31"

(One Way ANOVA)

| | " F" | | | | | |
|---------|-------|--------------|------------|----------------|--|--|
| # 0.121 | 1.950 | 0.667 | 3 | 2.000 | | |
| | | 0.342 | 538 | 183.952 | | |
| | | | 541 | 185.952 | | |
| #0.098 | 2.112 | 0.862 | 3 | 2.585 | | |
| | | 0.408 | 538 | 219.471 | | |
| | | | 541 | 222.056 | | |
| #0.337 | 1.128 | 0.603 | 3 | 1.809 | | |
| | | 0.535 | 538 | 287.633 | | |
| | | | 541 | 289.443 | | |
| #0.089 | 2.186 | 0.897 | 3 | 2.691 | | |
| | | 0.410 | 538 | 220.718 | | |
| | | | 541 | 223.409 | | |
| #0.084 | 2.227 | 0.635 | 3 | 1.905 | | |
| | | 0.285 | 538 | 153.408 | | |
| | | | 541 | 155.313 | | |

(0.05) (0.01)

#

($0.05 = \alpha$)

:

":

:

."()

(One Way ANOVA)

((32))

(0.05)

(0.05)

":

."

((32))

..((33))

" 32 "

(One Way ANOVA)

| | " F " | | | | | |
|---------|--------|--------------|------------|----------------|--|--|
| **0.000 | 42.686 | 0.667 | 3 | 2.000 | | |
| | | 0.342 | 538 | 183.952 | | |
| | | | 541 | 185.952 | | |
| **0.000 | 53.150 | 0.862 | 3 | 2.585 | | |
| | | 0.408 | 538 | 219.471 | | |
| | | | 541 | 222.056 | | |
| **0.000 | 37.370 | 0.603 | 3 | 1.809 | | |
| | | 0.535 | 538 | 287.633 | | |
| | | | 541 | 289.443 | | |
| **0.000 | 32.492 | 0.897 | 3 | 2.691 | | |
| | | 0.410 | 538 | 220.718 | | |
| | | | 541 | 223.409 | | |
| **0.000 | 61.008 | 0.635 | 3 | 1.905 | | |
| | | 0.285 | 538 | 153.408 | | |
| | | | 541 | 155.313 | | |

(0.01)

**

| | | | | |
|----------------|-----------------|----------------|--|--|
| | | | | |
| 0.1252*- | 0.5058*- | | | |
| 0.3806* | | 0.5058* | | |
| | 0.3806*- | 0.1252 | | |
| 0.1814- | *0.6089- | | | |
| 0.4275* | | *0.6089 | | |
| | 0.4275*- | 0.1814 | | |
| 0.3389*- | 0.5852*- | | | |
| 0.2463 | | 0.5852* | | |
| | 0.2463- | 0.3389* | | |
| 0.0227 | 0.4619*- | | | |
| 0.4847* | | *0.4619 | | |
| | 0.4847*- | 0.0227- | | |
| 0.1637- | 0.5392*- | | | |
| 0.3756* | | 0.5392* | | |
| | 0.3756*- | 0.1637 | | |

((33))

() . () :

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(1987)

($0.05 = \alpha$)

":

."()

(One Way ANOVA)

((34))

(0.05)

":

(0.05)

."

":

(0.05)

(0.05)

."

" 34"

(One Way ANOVA)

| | | | | | | |
|----------|--------|--------|-----|---------|--|--|
| | " F" | | | | | |
| *0.020 | 3.922 | 1.334 | 3 | 2.667 | | |
| | | 0.340 | 538 | 183.285 | | |
| | | | 541 | 185.952 | | |
| # 0.715 | 0.336 | 0.138 | 3 | 0.276 | | |
| | | 0.411 | 538 | 221.780 | | |
| | | | 541 | 222.056 | | |
| ** 0.000 | 21.017 | 10.470 | 3 | 20.939 | | |
| | | 0.498 | 538 | 268.504 | | |
| | | | 541 | 289.443 | | |
| #0.222 | 1.511 | 0.623 | 3 | 1.246 | | |
| | | 0.412 | 538 | 222.163 | | |
| | | | 541 | 223.409 | | |
| ** 0.006 | 5.115 | 1.446 | 3 | 2.893 | | |
| | | 0.283 | 538 | 152.420 | | |
| | | | 541 | 155.313 | | |

#

(0.01)

**

(0.05)

*

((34))

.((35))

" 35 "

| | | | | |
|----------------|----------------|------------------|--|--|
| | | | | |
| 0.1043 | 0.2280* | | | |
| 0.1237- | | 0.2280* - | | |
| | 0.1237 | 0.1043- | | |
| 0.1776 | 0.5474* | | | |
| *0.3698- | | 0.5474* - | | |
| | 0.3698* | 0.1776- | | |
| 0.0246 | 0.1684* | | | |
| 0.1438- | | 0.1684* - | | |
| | 0.1438 | 0.0246- | | |

((35))

(2001)

)

(1999

:

:

(0.05= α)

":

.(9 8 -5 4)

(One Way ANOVA)

((36))

(0.05)

(0.05)

":

" 36 "

(One Way ANOVA)

| | " F" | | | | | |
|---------|-------|-------|-----|---------|--|--|
| **0.008 | 4.856 | 1.646 | 2 | 3.291 | | |
| | | 0.339 | 539 | 182.661 | | |
| | | | 541 | 185.952 | | |
| **0.006 | 5.085 | 2.056 | 2 | 4.112 | | |
| | | 0.404 | 539 | 217.944 | | |
| | | | 541 | 222.056 | | |
| **0.005 | 5.330 | 2.807 | 2 | 5.614 | | |
| | | 0.527 | 539 | 283.829 | | |
| | | | 541 | 289.443 | | |
| **0.002 | 6.192 | 2.509 | 2 | 5.018 | | |
| | | 0.405 | 539 | 218.391 | | |
| | | | 541 | 223.409 | | |
| **0.004 | 5.677 | 1.602 | 2 | 3.204 | | |
| | | 0.282 | 539 | 152.108 | | |
| | | | 541 | 155.313 | | |

(0.01)

**

((36))

..((37))

" 37 "

| | | | | |
|-----------------|----------------|----------------|-----|--|
| 9 | 8-5 | 4 | | |
| *0.2630 | 0.0847 | | 4 | |
| 0.1783 | | 0.0847- | 8-5 | |
| | 0.1783- | *0.2630- | 9 | |
| 0.1786 | 0.0798- | | 4 | |
| 0.2584* | | 0.0798 | 8-5 | |
| | 0.2584* - | 0.1786- | 9 | |
| 0.0970 | 0.1667- | | 4 | |
| *0.2637 | | 0.1667 | 8-5 | |
| | 0.2637* - | 0.0970- | 9 | |
| 0.3016* | 0.0316 | | 4 | |
| 0.2700 | | 0.0316- | 8-5 | |
| | 0.2700- | 0.3016*- | 9 | |
| 0.2128 | 0.0163- | | 4 | |
| *-0.2291 | | 0.0163 | 8-5 | |
| | 0.2291* | 0.2128- | 9 | |

((37))

:

. (9) (9) (8 -5)

(2001)

(Mc Callin, 1988)

(0.05=α)

":

."

()

((38))

(0.05)

":

(0.05=α)

(0.05)

."

" 38 "

()

| | z | | | | |
|---------|----------|-----|----|--|--|
| **0.001 | -3.40777 | 8.0 | 15 | | |
| | | 0 | 15 | | |
| **0.001 | -3.41259 | 8.0 | 15 | | |
| | | 0 | 15 | | |
| **0.001 | -3.4119 | 8.0 | 15 | | |
| | | 0 | 15 | | |
| **0.001 | -3.41397 | 8.0 | 15 | | |
| | | 0 | 15 | | |
| **0.001 | -3.40846 | 8.0 | 15 | | |
| | | 0 | 15 | | |

(0.01)

**

(0.01)

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(

()

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(

(1999)

()

()

(1997)

()

(1997)

(0.05=∞)

":

."

()

((39))

(0.05)

":

(0.05=∞)

(0.05) (0.278) (0.114) (0.096)

":

(0.05= α)

(0.05) (0.001)

" 39 "

()

| | z | | | | |
|---------|----------|--------------|-----------|--|--|
| #0.096 | -1.66522 | 6.50 | 16 | | |
| | | 7.90 | 16 | | |
| **0.001 | -3.36388 | 1.50 | 16 | | |
| | | 9.50 | 16 | | |
| # 0.114 | -1.57897 | 6.25 | 16 | | |
| | | 9.85 | 16 | | |
| # 0.278 | -1.08522 | 6.00 | 16 | | |
| | | 7.63 | 16 | | |
| **0.007 | -2.71516 | 3.88 | 16 | | |
| | | 10.04 | 16 | | |

#

(0.01)

**

(0.05)

*

() () ()

()

()

()

:

:

(0.05=α)

":

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(U) -

((40))

":

(0.05)

(0.05=∞)

"

(0.05)

" 40"

() -

| | z | | | | |
|----------|----------|------|----|--|--|
| ** 0.000 | 4.747- | 23.5 | 16 | | |
| | | 8 | 15 | | |
| **0.000 | 4.764- | 23.5 | 16 | | |
| | | 8 | 15 | | |
| **0.000 | 4.752- | 23.5 | 16 | | |
| | | 8 | 15 | | |
| **0.000 | 4.765- | 23.5 | 16 | | |
| | | 8 | 15 | | |
| **0.000 | 4.745- | 23.5 | 16 | | |
| | | 8 | 15 | | |

(0.01)

**

(0.00)

()

(1999)

(Browne ,1991)

:

.1

.2

:

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■

■

■

■

.3

.4

.5

.6

.7

.8

.9

.10

.11

." (28) ."

.1

.2

.3

.4

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1. (1982) -
 2. (1998)
 3. (2001)
 4. (2003) "
 5. (1988) "
 6. (2002) "
 7. (2006) "
 8. (1988) "
 9. (1984) "
- .49 - 45

| | | | |
|--|-------------|--------------|-----|
| | | :(2006) | .10 |
| | () | | |
| | | :(1974) | .11 |
| | () | " | |
| | | :(2001) | .12 |
| | | :(2002) | .13 |
| | | " : (1988) | .14 |
| | () | " | |
| | | " : (1990) | .15 |
| | () | " | |
| | | " : (1997) | .16 |
| | - | " | |
| | | .83 - 80 | - |
| | | " : (1998) | .17 |
| | - | " | |
| | | .122 - 120 | |
| | () | " : (1992) | .18 |
| | () | | |
| | | :(1989) | .19 |
| | . 234 - 230 | - | - |

| | | | | | | |
|---------|------------|---|---|--|------------|-----|
| | | | | | :(2000) | .20 |
| | | | | | :(1979) | .21 |
| | | | | | :(2001) | .22 |
| .26 -20 | - | - | - | | | |
| | | | | | :(1989) | .23 |
| | (|) | | | :(1997) | .24 |
| | | | | | :(1985) | .25 |
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الملاحق

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جامعة الإسلامية - غزة
The Islamic University - Gaza

هاتفنا داخلي: 1150

عمادة الدراسات العليا

ج م غ /35/
Ref: 2007/10/16

Date:

الأخ الدكتور/ وكيل وزارة التربية والتعليم العالي
حفظه الله،
السلام عليكم ورحمة الله وبركاته.

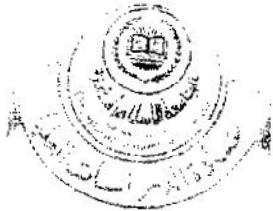
الموضوع/ تسهيل مهمة طالب ماجستير

تهديكم عمادة الدراسات العليا أعطر تحياتها، وترجو من سيادتكم التكرم بتسهيل مهمة الطالب/ نائل إبراهيم سلامة أبو عزب برقم جامعي 2005/0297 المسجل في برنامج الماجستير بكلية التربية تخصص علم النفس/ إرشاد نفسي، وذلك بهدف تطبيق استراتيجياته والبرنامج الخاص بدراسته على طلبة الصف الثاني عشر والحصول على المعلومات التي تساعد في إعدادها والمعونة به:

"فعالية برنامج إرشادي مقترح لخفض قلق الاختبار لدى طلاب المرحلة الثانوية
بقطاع غزة"

والله ولي التوفيق...

عميد الدراسات العليا



د. مازن إسماعيل هنية

صورة أتي:-

المنفذ

ملحق رقم (3)

إفادوا السلام عليكم

Palestinian National Authority
Ministry of Education & Higher Education
Deputy Minister Office



السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي
مكتب الوكيل

الرقم: وت غ / مذكرة داخلية ٢٢٥٠
التاريخ: 2007/ 10/21

السيد / مدير التربية والتعليم - خان يونس حفظه الله،،
السلام عليكم ورحمة الله وبركاته،،

الموضوع : تسهيل مهمة بحث

يقوم الباحث / نائل إبراهيم سلامة أبو عزب، والمسجل لدرجة الماجستير بكلية التربية تخصص علم النفس / إرشاد نفسي بالجامعة الإسلامية، بعمل بحث بعنوان " فعالية برنامج إرشادي مقترح لخفض قلق الاختبار لدى طلاب المرحلة الثانوية بقطاع غزة " .

لإمانع من قيام الباحث من تطبيق أدوات بحثه وهي:

- مقياس قلق الامتحان
- البرنامج الإرشادي المقترح

وذلك على عينة عشوائية من طلبة المدارس الثانوية بفرعيها: العلمي، والعلوم الإنسانية بمديرية التربية والتعليم خان يونس وذلك حسب الأصول.

السادة مسؤولو المدارس ومسؤولو الأبحاث
شكر ودية
مستودع مهدي (م)

د. محمد أبو شقير
وكيل وزارة التربية والتعليم العالي



نسخة: الملف

غزة. هاتف: (08-2861409- 2849311) فاكس: (08-2865909) (08-2865909) غزة
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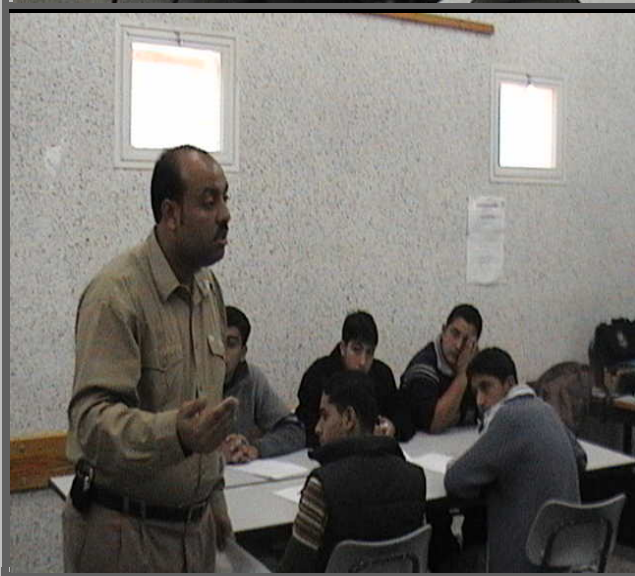
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ABSTRACT

This study aimed to identify the impact of some of the psychological and demographic variables on the level of concern exam high school students in Gaza Strip, in the light of seven variables: the sex, specialization, the father's level of education, and the level of pain, and place of residence, and congenital arrangement for the student, and the size of family members , also aimed at identifying the effectiveness of the indicative proposal to reduce concern exam high school students in the provinces of Gaza, has been developed to identify the paragraph (52) to measure the level of concern of students in the general secondary examination, as was the distribution of this measure on a stratified random sample hit (542) students from public secondary schools art, scientific, and then chosen from this sample more students who registered the highest degree of concern on a scale where the exam was selected (30) student, you provide the two groups, with group included (15) students, and the group included the law on (15) called Indicative Programme has been applied to them, the study has attempted to answer the following questions:

Q: What Indicative Programme proposed to reduce exam concern to the high school students?

This question leads to these sub questions:-

1. What level of concern exam to high school students in Gaza Strip?
2. Are there differences in the level of concern among a sample exam study of high school students due to the changing sex (male, female)?
3. Are there differences in the level of concern among a sample exam study of high school students due to a changing scientific specialization(art ,science)?
4. Are there differences in the level of concern among a sample exam study of high school students due to the changing educational level of the father (less than secondary, secondary general, the average diploma,university)?
5. Are there differences in the level of concern among a sample exam study of high school students due to the changing educational level of the mother (less than secondary, secondary general, the average diploma, university)?

6. Are there differences in the level of concern among a sample exam study of high school students due to the residence (city, refugee camp, village)?
7. Are there differences in the level of concern among a sample exam study of high school students due to the changing arrangement congenital (First, middle, the latter)?
8. Are there differences in the level of concern among a sample exam study of high school students due to family size (small, medium, large)?
9. How effective statistically significant differences at the level of ($\alpha = 0.05$) in the level of concern among measurement exam tribal and telemetric pilot of the group.
10. How effective statistically significant differences at the level of ($\alpha = 0.05$) in the level of concern among measurement exam tribal and telemetric officer of the group.
11. How effective statistically significant differences at the level of ($\alpha = 0.05$) in the level of concern among measurement exam tribal group and the control group of tribal measurement.
12. How effective statistically significant differences at the level of ($\alpha = 0.05$) in the level of concern among telemetric examination of the group and the control group telemetric pilot.

To test the validity of assumptions used study researcher percentages and test Altat Albarramitri (T-Test) One sample t test, and analysis of variance test mono (One Way ANOVA), and Shafeh comparisons test, **the study has reached the following conclusions:**

- * There are significant differences at the level of ($\alpha = 0.05$) in the average level of concern exam grades to high school students in Gaza Strip cities due to a changing sex.
- * There are significant differences at the level of significance (0.05) in the average level of concern exam grades to high school students in Gaza Strip cities due to the variable and in the interest of the female sex.
- * No statistically significant differences at the level of significance (0.05) in the average level of concern exam grades to high school students in Gaza Strip cities due to a changing scientific specialization of the students.
- * There are significant differences at the level of significance (0.05) in the average level of concern exam grades to high school students in Gaza Strip cities due to changing educational level of the father.

* No statistically significant differences at the level of significance (0.05) in the average level of concern exam grades to high school students in Gaza Strip cities due to changing educational level of the mother.

* There are significant differences at the level of significance (0.05) in the average level of concern exam grades to high school students in Gaza Strip cities due to changing domicile.

* No statistically significant differences at the level of significance (0.05) in the average level of concern exam grades to high school students in Gaza Strip cities due to congenital variable arrangement for the student.

* There are significant differences at the level of significance (0.05) in the average level of concern exam grades to high school students in Gaza Strip cities due to the variable size of the family.

* There are significant differences at the level of ($\alpha = 0.05$) in the level of concern among measurement exam tribal and telemetric of the group pilot telemetric.

* There are significant differences at the level of ($\alpha = 0.05$) in the level of concern among measurement exam tribal and telemetric officer of the group.

* There are significant differences at the level of ($\alpha = 0.05$) in the level of concern among telemetric examination of the group and the control group telemetric.

According to the results of a study researcher several recommendations and suggestions for parents, teachers, psychologists and counselors, educators and officials from the Education, in Gaza Strip, and researchers in the field of psychology and counseling, and curriculum developers need to pay attention to the indicative programme aimed to develop the capacity of students, urging them to see the preparation of individual integrated in all aspects of psychological, social, physical and cognitive mental, unable to adapt to the difficult circumstances and the problems of life.

**The Islamic University of Gaza
High studies Dean
Faculty of Education
Department of Psychology**

The Effectiveness Of The Indicative Proposal To Reduce Testing Anxiety To The General Secondary School Students In Gaza Strip Cities

Master Degree

**Preparation
Na'el Ibrahim Abu Azab**

**Supervision
DR. Nabil Kamel Dukhan**

**This Letter Provided An Update To The Requirements Of
Obtaining A Master's Degree In Psychology-
Psychological Counseling**

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