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61	" "	17
62	(ANOVA)	18
63	(LSD)	19

64	(ANOVA)	20
65	(ANOVA)	21
68	(LSD)	22
70	(ANOVA)	23
70	(LSD)	24
72	(MANOVA)	25
73	(MANOVA)	26
74	(MANOVA)	27
75	(MANOVA)	28

96		1
102		2
103		3
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110		5
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(One way ANOVA)

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(LSD)

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1949

(UNITED NATIONS RELIEF WORKS AGENCY)

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(Lashelle,2003)

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(Basic Skells Assess)

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(Omniewski,1999)

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ANOVA

(Buth,1997)

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(Rosalinda,1997)

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(Richards,1996)

(105)	
	(101)

(Barbara,1995)

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(Hitchcock,1992)

Wekly

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T-test

(Simic,1991)

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(Richard,1990)

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(Richard,1990)

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($\alpha = 0.05$)

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Rahman and Bisanz,1986))

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(Fitzgerald and Spiegel,1983)

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(Thomas,1981)

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380	
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(7) (6) (5) (4) (3)

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(%)		
57.1	161	
42.9	121	
100.0	282	

(4)

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(%)		
34.8	98	
48.9	138	
16.3	46	
100.0	282	

(5)

.5

(%)		
13.5	38	
58.9	166	
6.7	19	
9.2	26	
3.9	11	
1.8	5	
6.0	17	
100.0	282	

(6)

.6

(%)		
24.8	70	5
23.4	66	10 5
24.1	68	20 – 10
27.7	78	20
100.0	282	

(7)

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19.5	55	
46.5	131	
34.0	96	
100.0	282	

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21 19 18 15 13) : : -
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24 20 17 11 9 8 1	7		1
27 12 10 7 3 2	6		2
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31 30 28 14 6 5 36 35	8		4
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: (Likert Scale)

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2005-2004

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	(%)	*		
	88.20	4.41		1
	84.00	4.20		8
	80.80	4.04		9
	82.40	4.12		11
	86.80	4.34		17
	82.40	4.12		20
	87.00	4.35		24
	84.60	4.23		

(5) *

(11)

.(%80)

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.12

	(%)	*		
	83.80	4.19		2
	84.00	4.2		*3
	80.40	4.02		7
	80.60	4.03		10
	87.60	4.38		12*
	83.00	4.15		27
	83.20	4.16		

(5)

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(%80)

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	(%)	*		
	78.00	3.9		4
	83.40	4.17		16
	82.00	4.1		22
	83.00	4.15		29
	83.00	4.15		34
	82.00	4.10		

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.14

	(%)	*		
	84.20	4.21		5
	82.00	4.1		6
	85.40	4.27		*14
	75.60	3.78		*28
	82.40	4.12		*30
	78.00	3.9		*31
	82.40	4.12		*35
	83.00	4.15		36
	81.60	4.08		

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(36 35 30 14 6 5)

(%80)

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	(%)	*		
	82.00	4.1		13
	87.00	4.35		15
	83.00	4.15		18
	80.60	4.03		19
	87.60	4.38		21
	85.40	4.27		23

	(%)	*		
	83.40	4.17	.	25
	86.80	4.34	.	26
	83.00	4.15	.	32
	83.00	4.15	.	33
	84.20	4.21		

(5)

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.(%80)

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(6)

.16

	(%)	*		
	84.60	4.23		1
	84.20	4.21		2
	83.20	4.16		3
	82.00	4.10		4
	81.60	4.08		5
	83.12	4.16		

(5)

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.(%80)

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($\alpha = 0.05$)

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0.08	-1.76	0.23	1.83	0.27	1.77		1
0.07	-1.80	0.40	1.90	0.29	1.82		
0.05	-1.96	0.34	2.84	0.34	2.26		3
0.00*	-4.88	0.29	2.87	0.28	1.70		4
0.12	-1.57	0.18	1.79	0.24	1.75		5
0.06	-2.39	0.29	2.15	0.28	2.06		

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($\alpha = 0.05$)

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($\alpha = 0.05$)

(18)

(ANOVA)

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(ANOVA)

.18

	(F)							
0.07	2.76	0.25	1.83	0.27	1.82	0.24	1.75	
0.00*	26.86	0.38	1.73	0.32	1.99	0.26	1.71	
0.02*	4.22	0.25	2.17	0.32	2.33	0.39	2.29	

	(F)							
0.00*	8.85	0.24	2.76	0.33	2.71	0.24	2.87	
0.36	1.03	0.12	1.77	0.23	1.78	0.24	1.74	
0.09	8.74	0.25	2.05	0.29	2.13	0.27	2.07	

(0.05)

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(18)

($\alpha = 0.05$)

(0.05)

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-0.08	-0.07*		
-0.01			
.13*	-0.04		
.17*			
-0.03	-0.04		
-0.01*			

(0.05)

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(19)

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($\alpha = 0.05$)

: (20) (ANOVA)

(ANOVA)

.20

	(f)															
0.08	1.90	0.17	1.72	0.23	1.71	0.27	1.73	0.30	1.85	0.15	1.69	0.24	1.80	0.33	1.88	F1
0.41	1.02	0.27	1.74	0.42	1.97	0.33	1.79	0.36	1.89	0.15	1.75	0.35	1.88	0.37	1.82	F2
0.12	1.69	0.33	2.24	0.30	2.32	0.36	2.35	0.28	2.39	0.35	2.11	0.34	2.28	0.38	2.35	F3
0.61	0.75	0.23	2.76	0.19	2.73	0.28	2.65	0.29	2.79	0.20	2.69	0.32	2.78	0.27	2.81	F4
0.06	2.25	0.21	1.74	0.25	1.84	0.18	1.68	0.23	1.86	0.09	1.65	0.22	1.77	0.25	1.76	F5
0.25	1.52	0.24	2.04	0.28	2.11	0.28	2.04	0.29	2.16	0.19	1.98	0.29	2.10	0.32	2.12	

(0.05)

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$(\alpha = 0.05)$

(20)

$(\alpha = 0.05)$

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$(\alpha = 0.05)$

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(21)

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(ANOVA)

.21

	(F)	20		20-10		10	-5	5		
0.02*	7.61	0.15	1.81	0.25	1.78	0.31	1.70	0.27	1.90	1
0.06	4.92	0.33	1.96	0.39	1.82	0.34	1.75	0.28	1.87	2
0.01*	4.39	0.34	2.34	0.43	2.27	0.24	2.18	0.30	2.37	3
0.08	3.78	0.30	2.87	0.30	2.74	0.26	2.74	0.30	2.74	4
0.01*	7.20	0.14	1.82	0.12	1.66	0.26	1.78	0.28	1.79	5
0.03*	5.58	0.25	2.16	0.30	2.05	0.28	2.03	0.29	2.13	

(0.05)

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(21)

(4 2) ($\alpha = 0.05$)

(5 3 1) (0.05) ()

(LSD)

(LSD) .22

20	20-10	10	-5		
09*	12*		.20*	5	
-.11*	-.08			10	-5
-.03				20-10	
.03	.10		.19*	5	
-.16*	-.10			10	-5
-.06				20-10	
-.03	.12*		.01	5	
-.04	.12*			10	-5
-.15*				20-10	

(0.05)

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(22)

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($\alpha = 0.05$)

(23)

(ANOVA)

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(ANOVA)

.23

	(F)							
0.39	0.96	0.24	1.80	0.25	1.78	0.30	1.84	1
0.00*	7.74	0.36	1.96	0.32	1.80	0.33	1.79	2
0.12	2.17	0.39	2.26	0.32	2.28	0.28	2.37	3
0.00*	25.52	0.35	2.69	0.24	2.89	0.14	2.63	4
0.40	0.91	0.21	1.74	0.22	1.77	0.23	1.78	5
0.18	7.46	0.31	2.09	0.27	2.10	0.25	2.08	

(0.05)

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(23)

3 1)

($\alpha = 0.05$)

(0.05)

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(LSD)

.24

-.17*	-.01			
-.16*		.01		
	.16	.17		
-.07	-.27*			
.20*		.27		
	-.20	.07		

(0.05)

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($\alpha = 0.05$)

(25)

(MANOVA)

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(MANOVA)

.25

	()				
.000	12.920	.462	1	.462	
.006	5.266	.188	2	.376	
.947	.054	1.938E-03	2	3.875E-03	×

(0.05)

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(25)

($\alpha = 0.05$)

(0.05)

(0.947)

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($\alpha = 0.05$)

(26)

(MANOVA)

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(MANOVA)

.26

.082	3.045	.108	1	.108	
.176	1.507	5.327E-02	6	.320	
.134	1.649	5.830E-02	6	.350	x

(0.05)

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(26)

($\alpha = 0.05$)

(0.05)

(.134)

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($\alpha = 0.05$)

(27)

(MANOVA)

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(MANOVA)

.27

	()				
.001	12.235	.393	1	.393	
.000	7.584	.244	3	.731	
.000*	7.994	.257	3	.770	×

(0.05)

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(27)

($\alpha = 0.05$)

(0.00)

(0.05)

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($\alpha = 0.05$)

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(28)

(MANOVA)

(MANOVA)

.28

.092	2.865	9.747E-02	1	9.747E-02	
.192	1.663	5.656E-02	2	.113	
.000*	12.399	.422	2	.844	×

(0.05)

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(28)

($\alpha = 0.05$)

(0.05)

(.000)

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($\alpha = 0.05$)

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($\alpha = 0.05$)

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(1990) Richard

(1981) Thomas

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($\alpha = 0.05$)

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($\alpha = 0.05$)

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LSD

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(2000) (1991) Simic
(1981) Thomas (1997) Buth
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($\alpha = 0.05$) (3)

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Buth (2000) (1990) Richard (1991) Simic

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($\alpha = 0.05$)

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LSD (

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10-5) (20) (5)

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Thomas (1997) Buth (1991) Simic
 (2000) (1981)

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($\alpha = 0.05$)

(5 3 1) (F) (23) ($\alpha = 0.05$)

($\alpha = 0.05$) (4 2) (F) .(

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($\alpha = 0.05$)

($\alpha = 0.05$)

(0.947) (F)

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($\alpha = 0.05$)

($\alpha = 0.05$) (0.134) (26)

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التاريخ : ٢٠٠٥/٣/١٦

السيد مدير منطقة نابلس التعليمية المحترم
دائرة التربية والتعليم في وكالة الغوث

الموضوع : تسهيل مهمة الطالب / علي محمد فتحي احمد ندى (رقم تسجيل ١٠٣٥١٥٦٠)

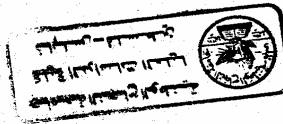
الطالب المذكور اعلاه هو احد طلبة الماجستير في جامعة النجاح الوطنية ، تخصص مناهج وطرق تدريس في كلية الدراسات العليا، وهو بصدد اعداد الاطروحة الخاصة به، ويحتاج الى الاجصائيات اللازمة لاستكمال دراسته والتي هي بعنوان :
(اتجاهات المعلمين في مدارس وكالة الغوث الدولية في منطقة نابلس
التعليمية نحو استخدام الدراما في التعليم)

يرجى من حضرتكم تسهيل مهمته لجمع البيانات واتمام مشروع البحث.

شاكرين لكم حسن تعاونكم.

مع وافر الاحترام ،،،

رئيس قسم كلية الدراسات العليا
للكتابات الانسانية
أ.د. احمد حامد



An-Najah
National University
Deanship of Graduate Studies



جامعة
النجاح الوطنية
كلية الدراسات العليا

CFEP/WRB

التاريخ : 2005/12/21

Questionnaire
attached

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السيد مدير منطقة نابلس للتعليمية المعازم
دائرة التربية والتعليم في وكالة الغوث

W. Ed. Hussein
27/12/05

الموضوع : تسجيل مهنة الطالب / علي محمد الحسن لصحة تدرسه في كندا (10301020)

الطالب المذكور اعلاه هو احد طلبة الماجستير في جامعة النجاح الوطنية ، تتسمين سامح
وطرف تدريس في كلية الدراسات العليا ، وهو بصحة اعداد الاطروحة الخاصة به ، ووجتاج الى
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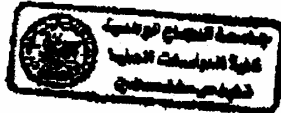
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**An-Najah National University
Faculty of Graduate Studies**

**The Directions of UNRWA'S Teachers in Nablus Reigon
for Using the Drama in Teaching**

**Submitted by
Ali 'Mohammad Fathi' Ahmmad Nada**

**Supervised by
Dr. Ghassan Al-Hello
Dr. Salah Yassin**

*Submitted in Partial Fulfillment of the Requirements for the Degree of
Master in Curriculum & Methodology , Faculty of Graduate Studies, at
An-Najah National University, Nablus, Palestine .
2005*

**The Directions of UNRWA'S Teachers in Nablus Reigon
for Using the Drama in Teaching**

Submitted by

Ali 'Mohammad Fathi' Ahmmad Nada

Supervised by

Dr. Ghassan Al-Hello

Dr. Salah Yassin

Abstract

This study aimed to clarify the directions of the teachers of the UNRWA in Nablus reigon for using the drama in teaching and also aimed to clarify the uariables and its role like gender , sientific qualifications , specialisw , experience and study grade.

The community of this study is (949) teachers (males and females) and astratified sample of them was choosen randomly. This sample consists of (285) teachers and its about (30%) of the study community .

The researcher designed aquestionaire which was given to twelve experts for judgement .

These experts works for several educational institutions like AL-Najah Nationad University, AL-Quds open University and Educational Department in the UNRWA.

The purpose for judgement was credibility of the study.

The stabilty factor for this study was (0,81),and after the study had been made the datas had been collected ,the statistical packages of social science (SPSS)was used and this includes the repetitions, percentages and the averges

in addition to several tests like Independent t -test, One Way Anova, Manova test, LSD test and stability factor (Kronbach Alpha).

The study concludes the following:

1. The teachers' directions in UNRWA in Nablus region for using drama in teaching were positive at all sides.
2. The study shows that the teacher's understanding of the effects of drama in teaching was on the first stage and nearly about 84,6%.
3. The study referred to significant statistical differences at ($\alpha = 0,05$) level of the directions of UNRWA's teachers in Nablus Region on the use of drama in teaching because of the experience variable.
4. The study referred that there is no significant statistical differences at ($\alpha = 0,05$) level of the directions of UNRWA's teachers in Nablus region on the use of drama in teaching because of the sex variable, scientific qualification, specializing and study grade.
5. The study referred that there is a reaction at ($\alpha = 0.05$) level in the directions of UNRWA's Teachers in Nablus region for using the drama in teaching between gender on one side and experience and study grade on other side.
6. The study referred that there is no reaction at ($\alpha = 0.05$) level in the UNRWA's teacher's directions in Nablus region for using drama in teaching between gender on one side and scientific qualification and specialization on the other side.

The Recommendations and suggestions of this study are:

- Making lectures for teachers about the importance of drama in teaching.
- The curriculum should be dramatized as possible .
- Special places in schools and educational institutions should be found to be used by the students in educational drama.