

:



.

:

/ / :

. // (:)

.....

.....

.....

.....

()

.....

.....

— :

....

.....

.

.

.

.

.

-

.

.

.

	() (p)	
	() (p)	-
	() (p)	-
	() (p)	
	() (p)	
	() (p)	

h

:

()
() () ()
() ()

()

Eysenk Personality Questionnaire - Short (EPQR-S)

()

(t-test)

($\alpha \leq ,$)

$$(\alpha \leq ,)$$

$$(\alpha \leq ,)$$

$$(\alpha \leq ,)$$

$$(\alpha \leq ,)$$

$$(\alpha \leq ,)$$

$$(\alpha \leq ,)$$

)

:

.

.

.

:

:()

.

:()

Fenwick and)

.(Smith, 1998

)

(

)

(

.(Hurlok,1993)

:

.()

.()

.()

.(Ysseldke and Algozzine, 1995)

:

()

()

()

(/)

()

.()

()

(/)

)

(/) (/)

.(

:

:(Blind)

(/)

.()

:(Low Vision)

ε

)

.(

.(

)

.(

)

.

:

-

-

.(Head,1979)

-

.(Ysseldke and Algozzine 1995)

-

.()

-

.(Hallahan and Kauffman, 2002)

(%)

()

()

)(% ,)

.(

:

)

.(

.()

.(Rhync,1981)

() :

.()

.(Ysseldke and Algozzine, 1995)

.()

γ

()

.()

.()

.()

.()

.()

^

.()

.()

Zahran

.(Chapman et'al , 1978)

(Beaty, 1992)

.(
(Scohll,1986)

.(
(Smith, 2004)

·
:

()

.()

.()

.()

1.

.

:

.()

:

.()

:

.()

-

()

.()

:

.()

.

:

(surface traits)

(suree traits)

:

(Common Traits)

(Unique Traits)

.(Bohart ,1996)

:

(Ability Traits)

(Temperament Traits)

(Dynamic Traits)

.()

.(Aiken, 1993)

-

:

.()

.()

:

(Common Traits) -

.()

(Personal Traits) -

.()

(Cardinal Traits) -

.

(Central Traits) -

.()

(Secondary Traits) -

.()

-

(Eysenck)

.(Brunas and Wagstoff ,1999)

Extraversion –)

(Neuroticism – Emotional stability)

(Introversion

.(Feldman,1996)

.()

.()

.()

.()

.(Hjelle and Ziegler,1992)

(Psychoticism)

.()

.(Aiken,1993)

.()

.(Geen,1999)

.()

.(Social Desirability)

.

()

.(EPQ)
(EPQ-R)

Eysenk Personality Questionnaire
()

(EPQ-A)

(EPQR-S)

.()

(Reid, 2000)

.

()

- - :

:

EPQR-S

-

-

EPQR-S

-

EPQR-S

-

EPQR-S

.

.

:

-

.

-

.

-

.

-

.

:

() .

:

:

(-)

()

:(-)

()

(-)

:(-)

()

(-)

:

(-)

()

:

(-)

:

۲۰

(-)

:

:

:

: ()

(-)

()

(-)

() ()

()

(Hardy)

()

()

()

()

()

(Eysenk Personality questionnaire for children)

(,)

()

(,)

()

()
()

(%)
(%)
(% ,) (%,)
(% ,) (%,)

()

() () () ()
() () ()

:

()

(E.P.Q)

(Torrance)

(Taina , et'al, ١٩٩٩)

.()

()

()

()

()

Matson

()

()

()

()

(-)

أما كيف (Kef, 2002) فقد قامت بدراسة هدفت من خلالها إلى معرفة التكيف النفسي ومعنى الدعم الاجتماعي لدى عينة من المراهقين المعاقين بصرياً في هولندا، ودرست الباحثة

عدد من الخصائص النفسية التي تشير إلى التوافق النفسي وهي الوحدة، والسعادة، وتقدير الذات، ومركز الضبط، واستراتيجيات التكيف، وقد قارنت الباحثة نتائجها بدراسات سابقة أجريت على المراهقين المبصرين، وقد بلغت عينة الدراسة (٣١٦) مراهق معاق بصرياً (١١٦) منهم من الذكور و (١٥٠) من الإناث، واستخدمت الباحثة في دراستها عدة مقاييس وهي: مقياس مركز الضبط الذي أعده بيتسما Peetsma ومقياس تقدير الذات لروزنبرخ (Rosenberg Scale) وقائمة Utrecht Coping List لإستراتيجيات التكيف، ومقياس Dutch Loneliness Scale لقياس الوحدة، ومقياس السعادة من إعداد الباحثة. وقد أظهرت النتائج أن المراهقين المعوقين بصرياً كان لديهم مستوى تقدير ذات أعلى من المبصرين ولم توجد فروق بين المبصرين والمعوقين بصرياً في موضوع مركز الضبط والوحدة، كما تبين أن المعوقين بصرياً يستخدمون إستراتيجيات حل المشكلة والتجنب، وقد أشارت النتائج أيضاً إلى أن المبصرين كانوا أكثر سعادة، وكانت الفروق قليلة بشكل عام في موضوع التوافق النفسي.

(Hegemoser, 1996)

()

() : ()

()

(MMPI-2)

(A)

Bast

Employment key

()

% ,

%

(A)

(Bouman ،١٩٨٤)

()

(Head,1979)

(Tses) (-) (-) ()

(Lindo and Nordholm, 1999)

()

(Sharma and Sigafos, 2000)

(-)

()

(Taina , et'al, १९९९)

()

(Kef, 2002)

Matson

(Kef, 2002)

(Sharma and Sigafos, 2000)

(Lindo and Nordholm, 1999)

Head) (Sharma and Sigafos, 2000) ()
(Taina , et'al, १९९९)
(,1979

Matson

۳.

:

(-)
() :
(-) (-)
(-) ()

()
()
(-) ()

()
()
() ()

()

:

Eysenk Personality Questionnaire - Short (EPQR-S)

.

:

() -

()

.()

: -

() P

.(- - - - - - - - - -)

() E

.(- - - - - - - - - -)

() N

.(- - - - - - - - - -)

() L

.(- - - - - - - - - -)

.

-

-

.

-

.(- - - - - - - - - -)

()

:

: (

:

: -*

()

()

()

()

(,)

,)

(,

.(, - , -)

()

()

(, =)

(=)

(, =)

(, =)

(, - =)

.(, - =)

:

-*

()

()

()

()

: - (

()

: -*

() ()
() ()

(, ,) (, ,)
. (, ,) (, ,)

: -*

()

()

()

()

(, ,)

(, ,)

(, ,)

. (, ,)

. ()

:

-()

() ()
()

()

(,)= : (-)
 (,)= (,)= (,)=
 .(,)=
 ()
 :
 (,)= (,)= (,)=
 .(,)=

.

:

-

-

.

:

- ()

:

-

-

.

-

-

()

(-)

. ()

- ()

()

. (-)

:

(t-test)

.(SPSS)

:

.(

):

-

-

.(

):

-

.(

):

-

:

.

:

EPQR-S

-

-

EPQR-S

-

EPQR-S

-

EPQR-S

EPQR-S

(t-test)

()

()

(p)

()
()

(p)

	P		T					()
	'		'	'	'			
	'		'	'	'			
	'	'	'	'	'			
	'		' -	'	'			

()

(,) = p

($\alpha \leq$,)

()

()

(,) = p

($\alpha \leq$,)

(,) = p

($\alpha \leq$,)

(,)

(,)

(,)

() (,) =p

($\alpha \leq ,$)

:

* *

(t-test)

(EPQR-S)

(-)

(p)

()

(-)

()

(p)

			T					
	(P)							
	'		'	'	'			
				'	'			
	'		'	'	'			
				'	'			
	'		'	'	'			
				'	'			
	'		' -	'	'			
				'	'			

ε.

(-)

(,)p

(α ≤ ,)

()

()

(0.588)p

(α ≤ ,)

(-)

(,)p

(α ≤ ,)

()

(,)

.(,)

(-)

(,)p

(α ≤ ,)

()

* *

(t-test)

(EPQR-S)

(-)

(p)

()

ε)

() (-)

(p)

			T					
	(P)							
	'		'	'	'			
				'	'			
	'		'	'	'			
				'	'			
	'	'	'	'	'			
				'	'			
	'		' -	'	'			
				'	'			

(-)

(α ≤ ,)

()

(,)p

(-)

(α ≤ ,)

()

(,)p

(,) (,)p
 . (α ≤ ,)
 (-)
 (α ≤ ,) () (,)p
 .

EPQR-S

(t-test)

() ()
 . (p)
 () ()
 (p)

			T					
	(P)							
	'		' -	'	'			
				'	'			
	'		'	'	'			
				'	'			
	'		' -	'	'			
				'	'			
	'		'	'	'			
				'	'			

() (t-test)

() (,) = p
· (α ≤ ,)

(,)p

(α ≤ ,) ()

()

(α ≤ ,)

() (,)p

()

(α ≤ ,)

() (,) = p

EPQR-S

(t-test)

()

()

(p)

() ()
 () (p)

			T					
	(P)							
	'		'	'	'			
				'	'			
	'		'	'	'			
				'	'			
	'		'	'	'			
				'	'			
	'		' -	'	'			
				'	'			

() (t-test)

($\alpha \leq ,$) () (,)p

() (,)= p
 ($\alpha \leq ,$)
 ()

(,) =p
 ($\alpha \leq ,$) ()

() (,) =p
 ($\alpha \leq ,$)

EPQR-S

(t-test)

.
 () ()
 . (p)
 () ()
 () (p)

	(P)		T					
	'		'	'	'			
				'	'			
	'		' -	'	'			
				'	'			
	'		' -	'	'			
				'	'			
	'		' -	'	'			
				'	'			

()

(,) p

(α ≤ ,)

()

.(,) (,)

(,)p

(α ≤ ,) ()

()

(α ≤ ,) () (,) = p

.(,) (,)

() (,) = p

(α ≤ ,)

:

:

(a ≤ 1, 10)

(a ≤ 1, 10)

.

(Beaty ,1992)

)

.(

Matson

.()

()

(Kef ,2002)

(Taina , et'al, ١٩٩٩)

.()

()

:

بين الطلبة المراهقين المعاقين بصرياً في مراكز

الإقامة الخارجية والطلبة المراهقين في المراكز النهارية على الأبعاد الأربعة

$(a \leq 1, 10)$

(Bouman)

()

(Head ,1979)

:

أما

($a \leq ٠,٠٥$)

.

.

.

()

(Taina , et'al, ١٩٩٩)

(Head,1979)

(Sharma and Sigafos, 2000)

.

(Bouman)

.()

:

(a ≤ ၁, ၁၀)

(a ≤ ၁, ၁၀)

(a ≤ ၁, ၁၀)

(Hurlok , 1993)

(Martin and Kirkcadl)

()

()

()

(Martin and Kirkcadly)

()

Matson

()

()

()

(Martin and Kirkcadly)

.()

()

(Martin and Kirkcadly)

.()

:

.

-

-

.

:
 . () . . ()
 . : . ()
 . :
 . ()
 . - () .
 . . ()
 . - ()
 . : . ()
 . : ()
 . . ()
 . - () .
 . () . . ()
 . :
 . ()
 . - ()

. : .(). .()

(). .()
. :

.(). .()
. :

.()
. - (). .

. .()
. :

() .()
:

: .(). .()
.

: . : .()
.

.(). .()
. :

. ()
- () .

. : () . ()

: () . ()

: . ()

: . ()

. ()

. :

: ()

. : () .

. ()

. : () - -

.()

.()

: .

.()

- ()

.()

: ()

.()

: :

.()

().

.()

:

.()

- ()

: .() .

.()

.

.()

: .() -

-

.()

.

.()

.()

:

.()

.

.

.

:

Aiken, L. (1993). *Personality Theories Research and Applications*. New Jersey: hall, Inc.

Beaty, L.(1992). Psychological and social adjustment of visually impaired youth 1936-1992. Retrieved February 2, 2006, from:

<http://www.search.ebscohost.com>

Bohart, A. (1996). **Personality**. Canada : International Standard Book

Brunas, J and Wagstaff, D. (1999). **Personality A Cognitive Approach**. New York: Rutledge.

Feldman, R. (1996). **Understanding Psychology**. Boston : MC Graw – hill.

Fenwick, E, and Smith, T. (1998). **Adolescence: The Survival Guide for Parent and Teenagers**. London : Kinder Sley

Geen, R,G (1999) . **Human Motivation : A Social Psychological Approach**
California : cole publishing company.

Hagemoser, S.(1996). The relationship of personality traits to the employment status of persons who are blind. **Journal Of Visual Impairment And Blindness**. (90). 134 – 145.

Hallahan, D, Kauffman, J.(2004). **Exceptional Children Introduction to Special Education**. (9th ed). George Bellerose Stock. Boston

Head, D. (1979). Acompairson of self – concept scores for visually impaired adolescents in several class settings. **Educating of the Visually Handicapped**. xi (2). p 51 – 55

Hjelle, A and Ziegler,J (1992). **Personality Theories, Basic Assumptions, Research, and applications**. (3ed).Newyork : MC Graw – hill.

Hurlok, E,B.(1993). **Adolescent Development**.new York : John willey sons. inc.

Lindo,G and Nordholm, L (1999). adaptation strategies well – being and activities of daily living among people with low vision. **Journal Of Visual Impairment And Blindness**. (93). 434 – 446.

Reid, J (2000). Initial evaluations of mainstream personality test for use with visually impaired adults in vocational assessment and guidance. **Journal Of Visual Impairment And Blindness**. (94). 229 – 231.

Sharma. S and sigfoos, J (2000). Social skills assessment of Indian children with visual Impairments. **Journal Of Visual Impairment And Blindness**. (78).211-235.

Smith, D (2004).**Introduction to Special Education Teaching** in an age of opportunity. (5.ed). Boston : Pearson.

Taina, H, Komulainen, E, and, Aro, H. (1999). Social Support and Self – Esteem Among Adolescents With Visual Impairments. **Journal Of Visual Impairment and Blindness.** 93, (5), 243-262.

Ysselldayke, J. and algozzine, P.(1995). **Special Education A Practical Approach for Teachers** (3. ed) Poston : Houghton Mifflin

ملحق رقم (١)
فقرات إختبار أيزنك
عزيزي الطالب :

(EPQ-S)

" " " "

:

:

:

:

:

درجة الرؤية :

		()	

تأكد من أجابتك عن جميع الأسئلة من فضلك وشكرا لجهودك.

" "	
()	

**Personality Characteristics of Sighted Adolescents and Adolescents
with Visual Impairment at Residential and Day School Setting:
A Comparative Study.**

By

Kotaiba Mohamad Mohamad

Supervisor

Dr. Mayada Al-Natour

Abstract

The purpose of this study was to compare the Personality characteristics, and its relationships with some variables (gender, level of vision, and the kind of residence), in a sample of (239) adolescents student, witch contain visually impaired student (n=87, male=42, and female=45) and a sighted ones (n=152, male=72, and female=80).

In order to reach the aim of this study, the Eysenck Personality Questionnaire- Short (EPQR-S) witch design by Eysenck and developed by Michael (2005) was used. And the four domains of this scale (Extraversion, Psychoticism, Neuroticism, and Social desirability) were examined.

To analyze these results the researcher used the t-test to study the differences.

The results of the study showed that there was a statistical significant difference between those adolescents who have a Visual Impairment and the sighted ones. And that difference was an advantage to the sighted adolescents in Neuroticism domain,

and for the male sighted adolescents in the same domain, but according to the differences as a function of the level of vision (low vision and blind); no significant differences was found in the four domains. And no significant differences was found in the other domains.

according to the differences as a function of gender; a significant differences was found in the Psychoticism domain between the visually impaired sample for the male, and in the Neuroticism domain for the female. But no significant differences was found in the other domains.

According to the differences as a function of the kind of residence (internal and external residence); no significant differences was found in the four domains.