



جامعة الموصل

كلية التربية للعلوم الانسانية

قسم العلوم التربوية والنفسية

تقبل الآخر وعلاقته بتطور الهوية الاثنية لطلبة

المرحلة الثانوية

ثائر علي حسين محمد التمر

رسالة ماجستير

العلوم التربوية والنفسية / علم النفس التربوي

بإشراف

الأستاذ المساعد

الدكتور سمير يونس محمود

ملخص البحث

هدف البحث الى معرفة تقبل الآخر وعلاقته بتطور الهوية الاثنية لدى طلبة المرحلة الثانوية في محافظة نينوى.

استخدم الباحث المنهج الوصفي, وتم اختيار عينة البحث بصورة طبقية عشوائية إذ بلغت (٦٤٧) طالباً وطالبة من ثانويات سهل نينوى, مكونة من (٣٧٤) طالباً و (٢٧٣) طالبة, مقسمة على ثلاث صفوف هي (الثاني, والرابع, والسادس) من القوميات العربية والتركمانية والكوردية فضلاً عن الديانات المسيحية والايديدية, واستعمل الباحث مقياس الهوية الاثنية (اعداد الباحث) والذي ضم في صيغته النهائية (٢٧) فقرة, فضلاً عن تبني مقياس تقبل الآخر المعد من قبل (العكيدى, ٢٠١٩) والمكون من (٣٢) فقرة, وقد تحقق الباحث من الخصائص السايكومترية للمقياسين وثبات الأداة بأسلوب الإعادة وبلغت نسبته (٠.٨٠) للهوية الاثنية و (٠.٨٢) لمقياس تقبل الآخر, بعد ذلك جرى تطبيق المقياس على أفراد العينة, وحلل البيانات إحصائياً باستعمال اختبار t- test لعينة واحدة ولعينتين مستقلتين, ومعامل ارتباط بيرسون, والاختبار التائي لدلالة معامل الارتباط, وتحليل التباين ثلاثي التصنيف, واختبار شيفيه للفروقات البعدية) وتوصل إلى النتائج الآتية :

- وجود فرق دال بين متوسطي درجات الهوية الاثنية المتحققة والفرضية ولصالح المتحققة.
- وجود فرق ذو دلالة احصائية في مستوى تطور الهوية الاثنية بين الذكور والاناث ولصالح الاناث.
- وجود فرق ذو دلالة إحصائية ولصالح المتوسط الأعلى عند المقارنة بين الصف الثاني والرابع والسادس وكانت لصالح الصف الرابع.
- وجود فرق ذو دلالة إحصائية بين المتوسط المتحقق والمتوسط الفرضي في مستوى تقبل الآخر ولصالح متوسط العينة.
- وجود فروق معنوية بين متوسطي الذكور والاناث في مستوى تقبل الآخر ولصالح الإناث.
- وجود فرق ذو دلالة احصائية بين المقارنات ولصالح الصفيين الرابع والسادس مقارنة مع الصف الثاني في متغير تقبل الآخر.

Abstract

The aim of the research is to know the acceptance of the other and its relationship to the development of ethnic identity among secondary school students in Nineveh Governorate.

The researcher used the descriptive approach, and the research sample was chosen stratified randomly, as it amounted to (647) male and female students from Nineveh Plain High Schools, consisting of (374) male and (273) female students, divided into three classes: (second, fourth, and sixth) of nationalities. The Arab, Turkmen and Kurdish, as well as the Christian and Yazidi religions, and the researcher used the ethnic identity scale (prepared by the researcher), which included in its final form (27) paragraphs, in addition to adopting the measure of acceptance of the other prepared by (Al-Akidi, 2019) and consisting of (32) items, The researcher verified the psychometric properties of the two scales and the stability of the tool in the repetition method, and its ratio was (0.80) for the ethnic identity and (0.82) for the measure of acceptance of the other, after that the scale was applied to the sample members, and the data was analyzed statistically using (t-test for one sample and two independent samples, and a coefficient of Pearson's correlation, the t-test for the significance of the correlation coefficient, the three-class analysis of variance, and Scheffe's test for dimensional differences) and reached the following results:

- 1- There is a significant difference between the mean scores of the realized ethnic identity and the hypothesis, and in favor of the realized.
- 2- There is a statistically significant difference in the level of ethnic identity development between males and females and in favor of females.
- 3- There is a statistically significant difference in favor of the higher average when comparing the second, fourth and sixth grades, and it was in favor of the fourth grade.
- 4- There is a statistically significant difference between the achieved average and the hypothetical average in the level of acceptance of the other and in favor of the sample average.

- 5- There are significant differences between average males and females in the level of acceptance of the other and the benefit of females.
- 6- There is a statistically significant difference between the comparisons in favor of the fourth and sixth grades compared with the second grade in the variable accepting the other.

Conclusions

In light of the research results, the researcher came up with a set of conclusions, which are:

- 1- Secondary school students in general enjoy a high level of acceptance of others, especially females and sixth-grade students.
- 2- Whenever the ethnic identity of secondary school students develops, it is accompanied by a similar increase in the variable of accepting the other.
- 3- The fourth grade students of different nationalities showed a higher degree of emphasis on ethnic identity than their peers from the second and sixth grades.

Recommendations

In light of the conclusions reached by the researcher, the researcher recommends the following recommendations to the relevant authorities:

- 1- The Directorate of Preparation, Training and Educational Media train secondary school teachers and administrations to promote a culture of acceptance of the other.
- 2- Giving the subject of both ethnic and national identities an important role and placing them before the eyes of the educational counselors, and the necessity of their emphasis on the development of both identities among their student mentors.

suggestions

To complement the current research, the researcher suggests conducting the following future studies:

- 1- The level of acceptance of the other and its relationship to the five personal factors among the students of the Technical Institute.
- 2- The development of ethnic identity and its relationship to social intelligence and mental health among university students.



University of Al Mosul

Faculty of Education for Humanities

Department of Educational and Psychological Sciences

**Acceptance of the other and its
relationship to the development of the
ethnic identity of students**

High school

Thaer Ali Hussein Mohamed Al-Tamr

Master Thesis

**Educational and Psychological Sciences \ Educational
Psychology**

Supervised by

Assist. Prof

Dr. Samir Younis Mahmood

2021A. D. _____ 1443A. H