

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

# فعالية برنامج تدريبي لتنمية المهارات الإرشادية لدى المرشدين النفسيين في مدارس وكالة الغوث بقطاع غزة

رسالة الماجستير مقدمة من الطالب

**محمد جدوع أبو يوسف**

إشراف

**الدكتور / سمير قوته**

قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في علم النفس

1429 هـ / 2008 م

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿ رَبَّنَا آتِنَا مِنْ لَدُنْكَ رَحْمَةً وَهَيِّئْ لَنَا مِنْ أَعْمَارِنَا رَشْرًا ﴾

" الكهف : 10 "

" صدق الله العظيم "

# ”إهداء“

- إلى الذي قضى دفاعاً عن الأمة، فغرس فيها من بعده الهمة الشهيد البطل / تحسين عدنان كلخ.
- إلى ينبوع المحبة والعطاء الذي لا ينضب أبداً والذي العزيزين.
- إلى إخواني وأخواتي الذين شدوا عَضدي.
- إلى زوجتي الغالية ونجلي الحبيب وليد.
- إلى أصدقائي وأحبابي وزملاء مهنتي وجميع العاملين في مجال الإرشاد النفسي.

أُهري هذا الجهر المتواضع  
سائلاً المولى عز وجل أن يتقبله وأن ينفعني به.

الباحث



# فهرس المحتويات

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## الفصل الأول ( مشكلة الدراسة، وأهدافها، وأهميتها )

2 .....	.1
6 .....	.2
6 .....	.3
7 .....	.4
8 .....	.5
9 .....	.6
11 .....	.7

## الفصل الثاني ( الإطار النظري للدراسة )

13 .....	.1
14 .....	.2
17 .....	.3
18 .....	.4

21 .....	.5
24 .....	.6
30 .....	.7
33 .....	.8
35 .....	.9
37 .....	.10
44 .....	.11
53.....	.12
60 .....	.13
68 .....	.14
71 .....	.15

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86 .....	.1
87 .....	.2
88 .....	.3
91 .....	.4
93 .....	.5
95 .....	.6
99 .....	.7
100 .....	.8
102 .....	.9
124 .....	.10

## الفصل الثالث ( الدراسات السابقة )

128 .....	.1
134 .....	.2
143 .....	.3
153 .....	.4
164 .....	.5

## الفصل الرابع ( إجراءات الدراسة )

168 .....	.1
168 .....	.2
169 .....	.3
169 .....	.4
170 .....	.5
171 .....	.6
172 .....	.7
202 .....	.8
203 .....	.9

## الفصل الخامس ( النتائج وتفسيرها، ومناقشتها )

206 .....	.1
210 .....	.2
213 .....	.3
218 .....	.4
223 .....	.5
230 .....	.6
236 .....	.7
238 .....	.8
239 .....	.9
242 .....	.10
253 .....	.11
301 .....	.12

## ” الجداول ”

17		.1
169		.2
171		.3
193	/	.4
206	Sample K-S -1 - )	.5
207		.6
211		.7
216		.8
221		.9
227		.10
233		.11

## ” قائمة الأشكال ”

23		.1
29		.2
208		.3
211		.4
217		.5
217		.6
222		.7
222		.8
228		.9
229		.10
234		.11
235		.12

## ” قائمة الملاحق ”

254		.1
255		.2
256	( )	.3
257	( )	.4
258		.5
260		.6
261		.7
262		.8
263		.9
292		.10
293		.11
296		.12
297		.13
299		.14

# الفصل الأول

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( 283 :2004 )

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( Skill )

.( 180 :1998 )

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( Petterson 1974 )

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.( 42 :2004 )

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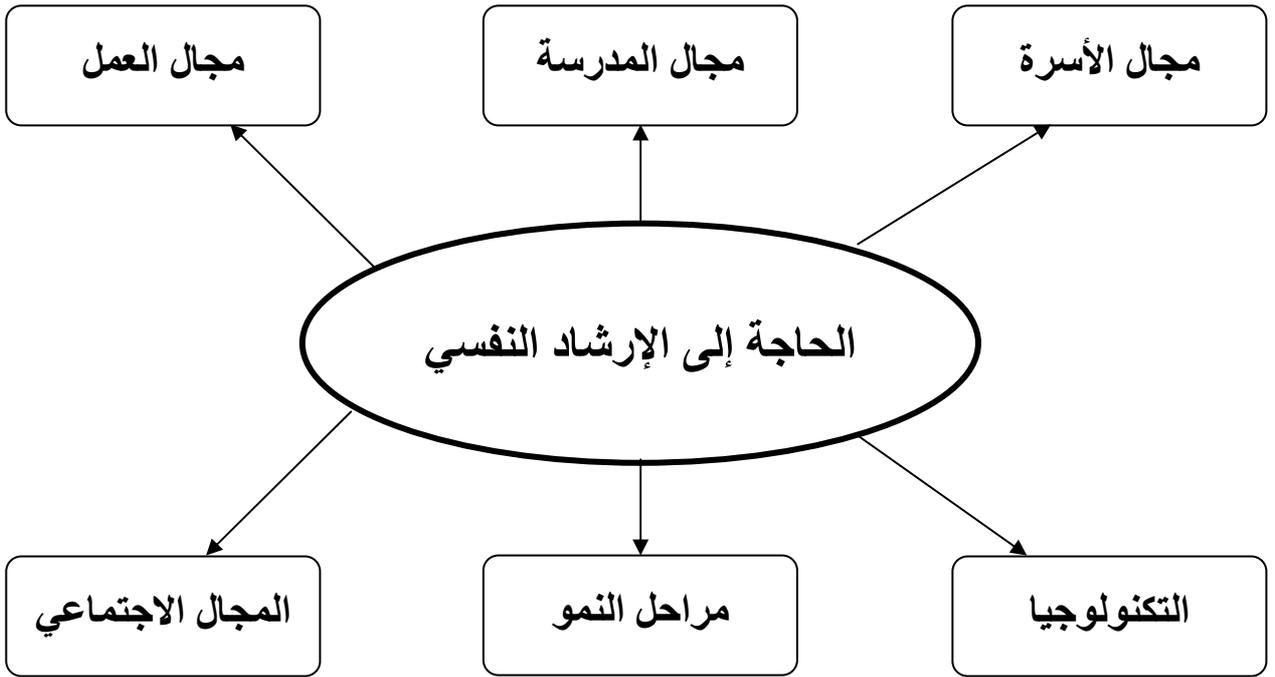
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( 19 :1996 ) .

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.( 50 :2004 )

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( 16 :2004 )

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( 38: 2001 )

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.( 20: 1991 )

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.( 149 :2003 )

.( 21: 1998 )

( 55 :2004 )

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.(17: 1996 )

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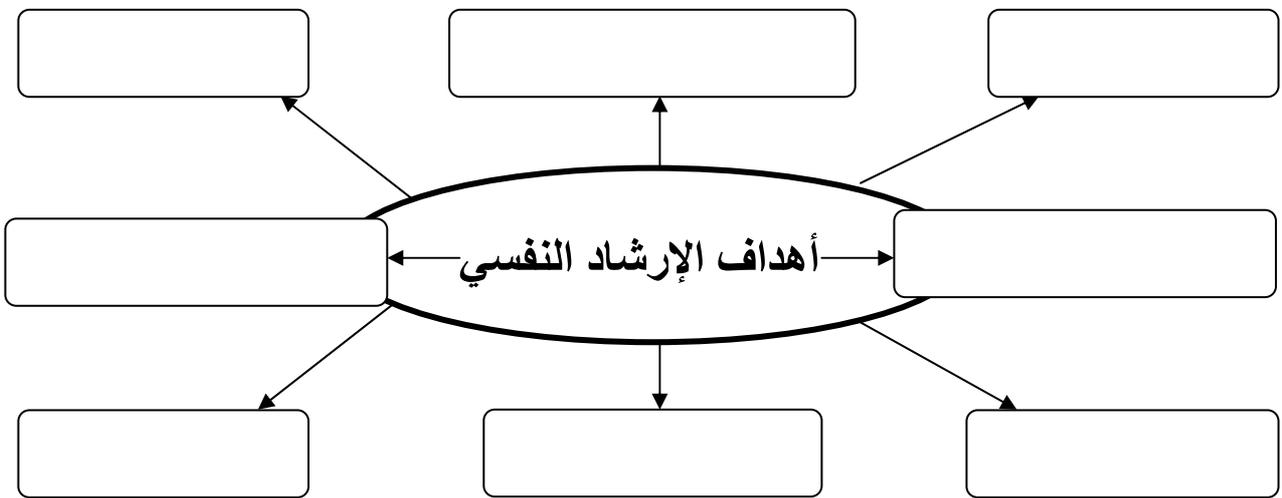
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( 25 :1985 )

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.( 532 :2002 )

.( 378 :1998 )

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.( 378 :1998 )

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.(243 :1994 )

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.( 378 :1998 )

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.( 178 :1998 )

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-(Group Guidance) .1

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( Gazda, 1984 )

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(27 :2003 )

**:( Individual Counseling ) .2**

.( 296 :1998 )

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.(114 :1991 ) .4

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(34 :1984 )

**:( Directive Counseling ) .4**

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.( 312 :1994 )

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.( 225 :2004 )

.( 312 :1994 )

**:( Non-Directive Counseling ) .5**

( Rogers - )

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(126 :1991 )

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.( 223 :2004 )

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(214 :1994 )

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.( 224 :2004 )

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:( **Religious Counseling**)

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(128 :1991 )

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( 1998 : 112 ) .

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1. " لَقَدْ كَرَّمْنَا بَنِي آدَمَ وَحَمَلْنَاهُمْ فِي الْبَرِّ وَالْبَحْرِ وَرَزَقْنَاهُمْ مِنَ الطَّيِّبَاتِ

وَفَضَّلْنَاهُمْ عَلَى كَثِيرٍ مِمَّنْ خَلَقْنَا تَفْضِيلًا " ( 70 :

2. " تَزَوَّدُوا فَإِنَّ خَيْرَ الزَّادِ التَّقْوَى وَاتَّقُونِ يَا

أُولِي الْأَلْبَابِ " ( 197 :

3. " إِنَّ فِي خَلْقِ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافِ اللَّيْلِ

وَالنَّهَارِ لآيَاتٍ لِّأُولِي الْأَلْبَابِ " ( 190 :

( ):

4. " رَبَّنَا

وَابْعَثْ فِيهِمْ رَسُولًا مِّنْهُمْ يَتْلُو عَلَيْهِمْ آيَاتِكَ وَيُعَلِّمُهُمُ الْكِتَابَ وَالْحِكْمَةَ وَيُزَكِّيهِمْ إِنَّكَ أَنْتَ الْعَزِيزُ  
الْحَكِيمُ " ( : 129 )

5. " إِنَّ الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ وَأَقَامُوا الصَّلَاةَ وَآتَوُا الزَّكَاةَ لَهُمْ أَجْرُهُمْ

عِنْدَ رَبِّهِمْ وَلَا خَوْفٌ عَلَيْهِمْ وَلَا هُمْ يَحْزَنُونَ " ( : 277 )

6. " إِنَّكَ لَعَلَىٰ خَلْقٍ عَظِيمٍ " ( : 4 )

( : 2001 137 )

7. ( Plat Counseling ) :-

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( : 2004 243 ) .

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**:( Process Counseling )**

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( 79: 2003 )

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.( 260: 2004 )

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.( 71 :2007 )

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**:(Preparations)**

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.( 43 :1985 )

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.( 73 :2007 )

:( **Diagnosis** ) .2

.( 260 : 2004 )

:( **Counseling** ) .3

.( 80 :2003 )

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**:( Free Association ) .1**

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( 155 :1999 )

**:( Interpretation ) .2**

.( 103 :2003 )

**:( Transference ) .3**

.( 67 :2004 )

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**:( Trait Theory )**

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:( Trait Theory ) :

.( 45 :1997 )

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.( 179 :2002 )

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( 304 :1998 )

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

.( 63 :2003 )

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.( 274: 2004 )

.( 97 :2004 )

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.( 18 :1996 )

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**:( Characteristics Of Counselor )**

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.( 54 :2001 )

( Brammer & Shostrom, 1982 )

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( Brammer )

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- ( ) :
- 1- " وَيُؤْتِرُونَ عَلَىٰ أَنفُسِهِمْ وَلَوْ كَانَ بِهِمْ خَصَاصَةٌ " ( 9 : )
- 2-
- 3- " إِن تَصْبِرُوا وَتَتَّقُوا فَإِنَّ ذَلِكَ مِنْ عَزْمِ الْأُمُورِ " ( 186 )
- 4- " إِنَّا لَا نُضِيعُ أَجْرَ مَنْ أَحْسَنَ عَمَلًا " ( 30 : )
- 5- " لِيَجْزِيَ اللَّهُ الصَّادِقِينَ بِصِدْقِهِمْ " ( 24 : ) .
- 6- " وَجَعَلْنَا فِي قُلُوبِ الَّذِينَ اتَّبَعُوهُ رَأْفَةً وَرَحْمَةً " ( 27 : )
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- "
- 7- " ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ " ( 125 : ) .
- "
- 8- " وَلِيَعْفُوا وَلِيَصْفَحُوا أَلَّا تَجِبُونَ أَنَّ يَغْفِرَ اللَّهُ لَكُمْ " ( النور: 22 ) .
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## الفصل الرابع

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The Skilled Helper - **Gerard Egan** - ( 1997 - ) ■

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An Introduction To Counseling - **John McLeod**

( 1992 - . ) ■

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مِن رَّحْمَةِ اللَّهِ إِنَّ اللَّهَ يَغْفِرُ الذُّنُوبَ جَمِيعًا إِنَّهُ هُوَ الْغَفُورُ الرَّحِيمُ)).

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: ((لَا يَكْفُرُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ رَبَّنَا لَا تُؤَاخِذْنَا إِنْ نَسِينَا أَوْ

أَخْطَأْنَا رَبَّنَا وَلَا تَحْمِلْ عَلَيْنَا إصْرًا كَمَا حَمَلْتَهُ عَلَى الَّذِينَ مِن قَبْلِنَا رَبَّنَا وَلَا تُحَمِّلْنَا مَا لَا طَاقَةَ لَنَا بِهِ وَاعْفُ عَنَّا

وَاعْفِرْ لَنَا وَارْحَمْنَا أَنْتَ مَوْلَانَا فَانصُرْنَا عَلَى الْقَوْمِ الْكَافِرِينَ)).

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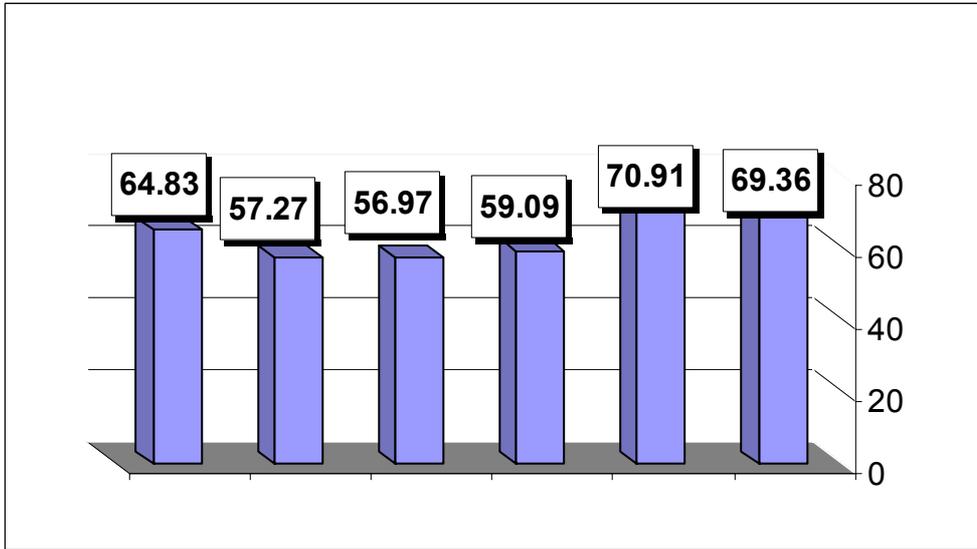
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69.36	6.9364	.1
70.91	2.1273	.2
59.09	1.7727	.3
56.97	1.7091	.4
57.27	1.7182	.5
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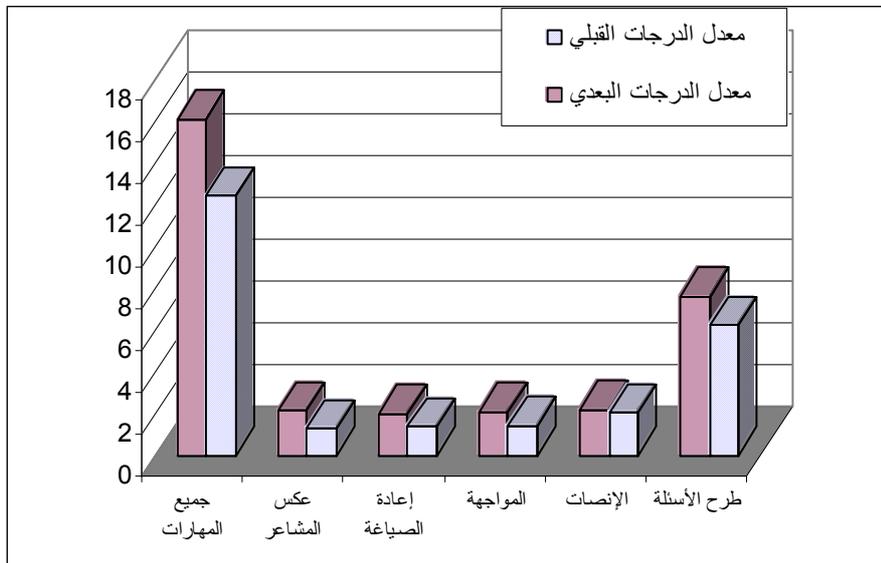
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0.000	4.51659	7.618	6.255	
0.298	1.05146	2.200	2.055	
0.001	3.49386	2.109	1.436	
0.000	3.86273	2.000	1.418	
0.000	5.25559	2.164	1.273	
0.000	5.46028	16.091	12.436	

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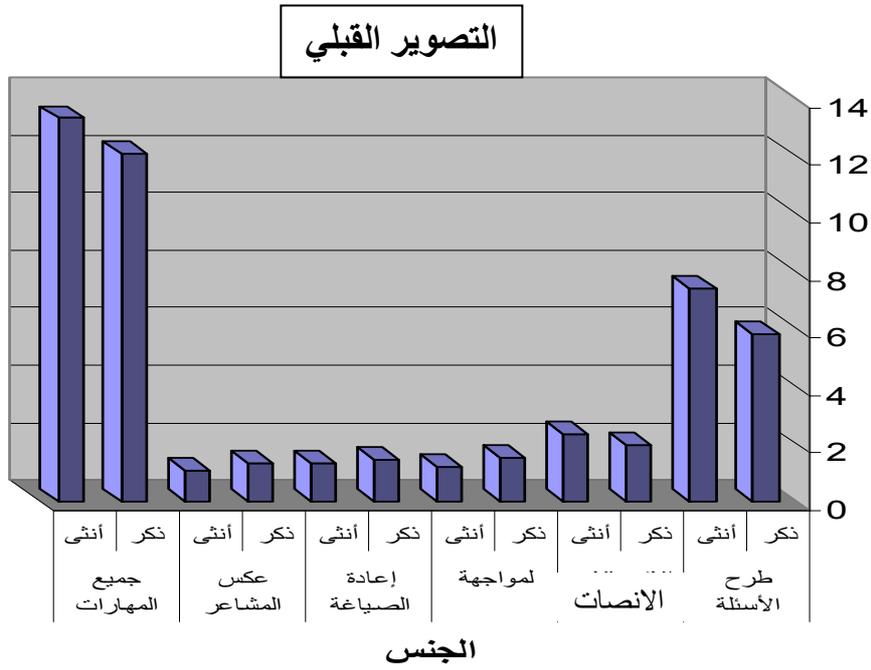
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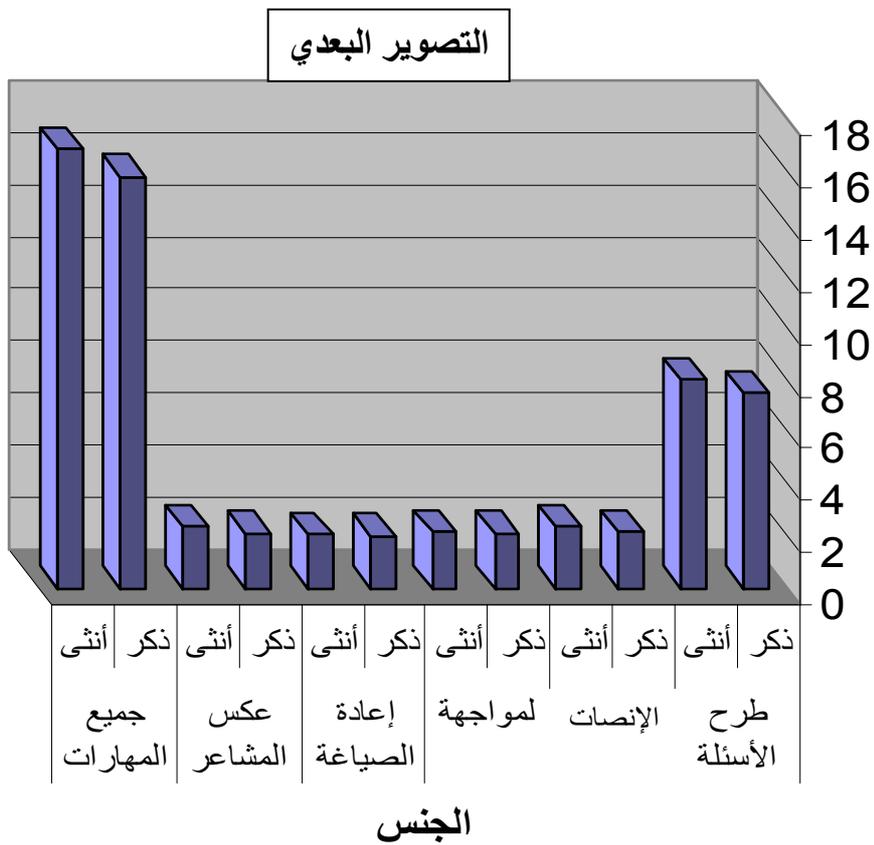
	" "						
0.005	2.971-	2.286	5.83	8			
		1.502	7.40	3			
0.373	-0.906	0.959	1.95	8			
		0.617	2.33	3			
0.392	0.871	1.281	1.53	8			
		1.146	1.20	3			
0.089	1.778	0.815	1.45	8			
		1.113	1.33	3			
0.867	0.170	1.001	1.35	8			
		1.100	1.07	3			
0.283	1.101-	4.749	12.10	8			
		4.100	13.33	3			
0.089	1.742-	0.905	7.48	8			
		1.000	8.00	3			
0.715	-0.371	0.362	2.15	8			
		0.488	2.33	3			
0.350	0.950-	0.672	2.10	8			
		0.640	2.13	3			
0.200	1.325-	0.530	1.98	8			
		0.704	2.07	3			
0.652	0.458-	0.632	2.10	8			
		0.724	2.33	3			
0.157	1.464-	2.127	15.80	8			
		2.503	16.87	3			

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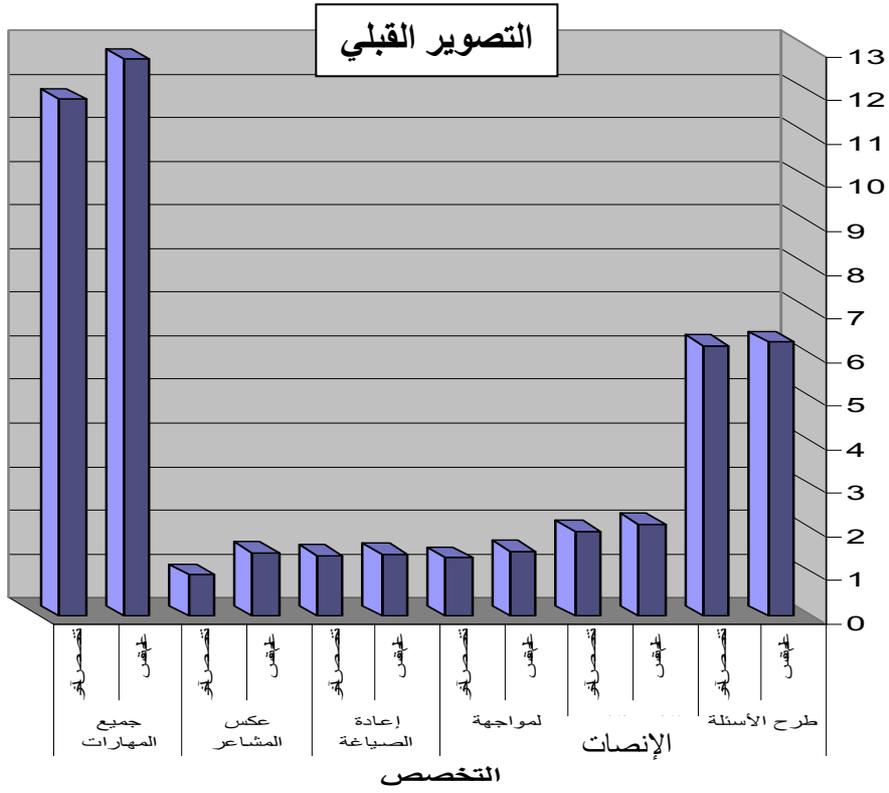
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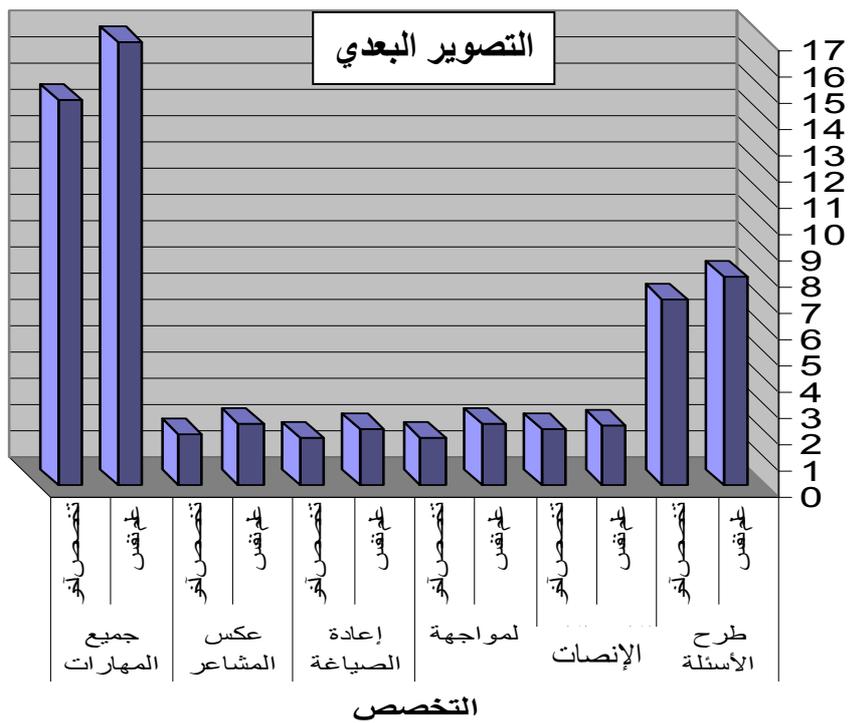
	" "						
0.891	0.13744	2.257	6.29	7			
		2.167	6.20	4			
0.516	0.6546	0.867	2.11	7			
		0.945	1.95	4			
0.701	0.3862	1.173	1.49	7			
		1.387	1.35	4			
0.911	0.1127	0.917	1.43	7			
		0.883	1.40	4			
0.078	1.7985	1.067	1.46	7			
		0.887	0.95	4			
0.478	0.7149	4.615	12.77	7			
		4.568	11.85	4			
0.000	3.7211	0.873	7.94	7			
		0.826	7.05	4			
0.493	0.691	0.426	2.23	7			
		0.366	2.15	4			
0.007	2.7969	0.667	2.29	7			
		0.523	1.80	4			
0.051	1.9949	0.471	2.11	7			
		0.696	1.80	4			
0.024	2.3291	0.583	2.31	7			
		0.718	1.90	4			
0.000	3.8648	1.952	16.89	7			
		2.130	14.70	4			

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0.965	-0.0443	2.260	6.24	5	4		
		2.196	6.27	6	أقل من 4 سنوات		
0.913	-0.11	0.889	2.04	5	4		
		0.907	2.07	6	أقل من 4 سنوات		
0.378	0.889	1.155	1.60	5	4		
		1.317	1.30	6	أقل من 4 سنوات		
0.447	0.7661	0.918	1.52	5	4		
		0.884	1.33	6	أقل من 4 سنوات		
0.103	1.6568	1.046	1.52	5	4		
		0.980	1.07	6	أقل من 4 سنوات		
0.480	0.712	4.627	12.92	5	4		
		4.575	12.03	6	أقل من 4 سنوات		
0.000	6.0669	0.737	8.28	5	4		
		0.740	7.07	6	أقل من 4 سنوات		
0.043	2.073	0.476	2.32	5	4		
		0.305	2.10	6	أقل من 4 سنوات		
0.000	3.8097	0.583	2.44	5	4		
		0.592	1.83	6	أقل من 4 سنوات		
0.161	1.4203	0.440	2.12	5	4		
		0.662	1.90	6	أقل من 4 سنوات		
0.001	3.5828	0.510	2.48	5	4		
		0.662	1.90	6	أقل من 4 سنوات		
0.000	5.9159	1.630	17.64	5	4		
		1.883	14.80	6	أقل من 4 سنوات		

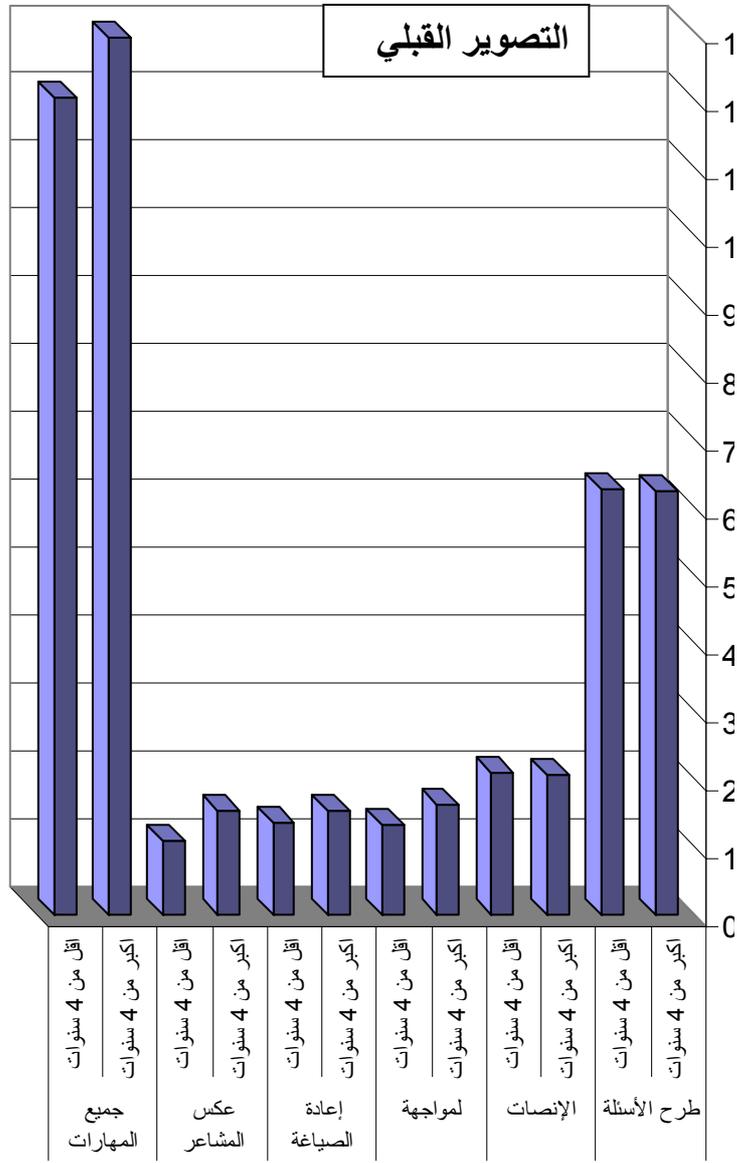
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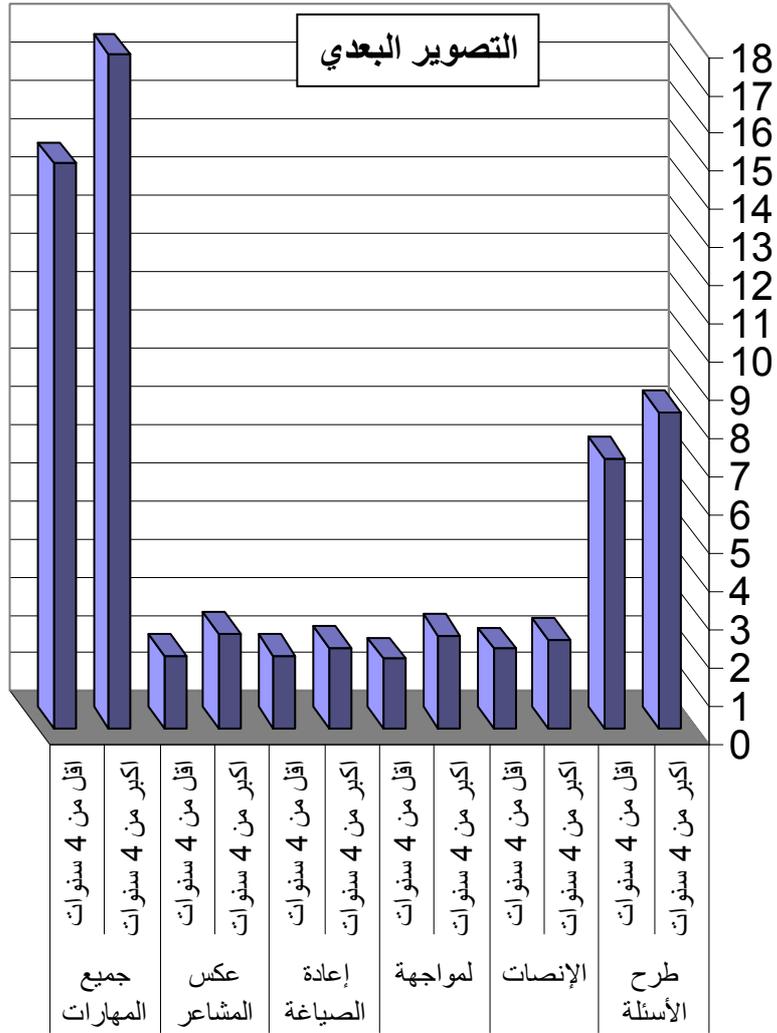
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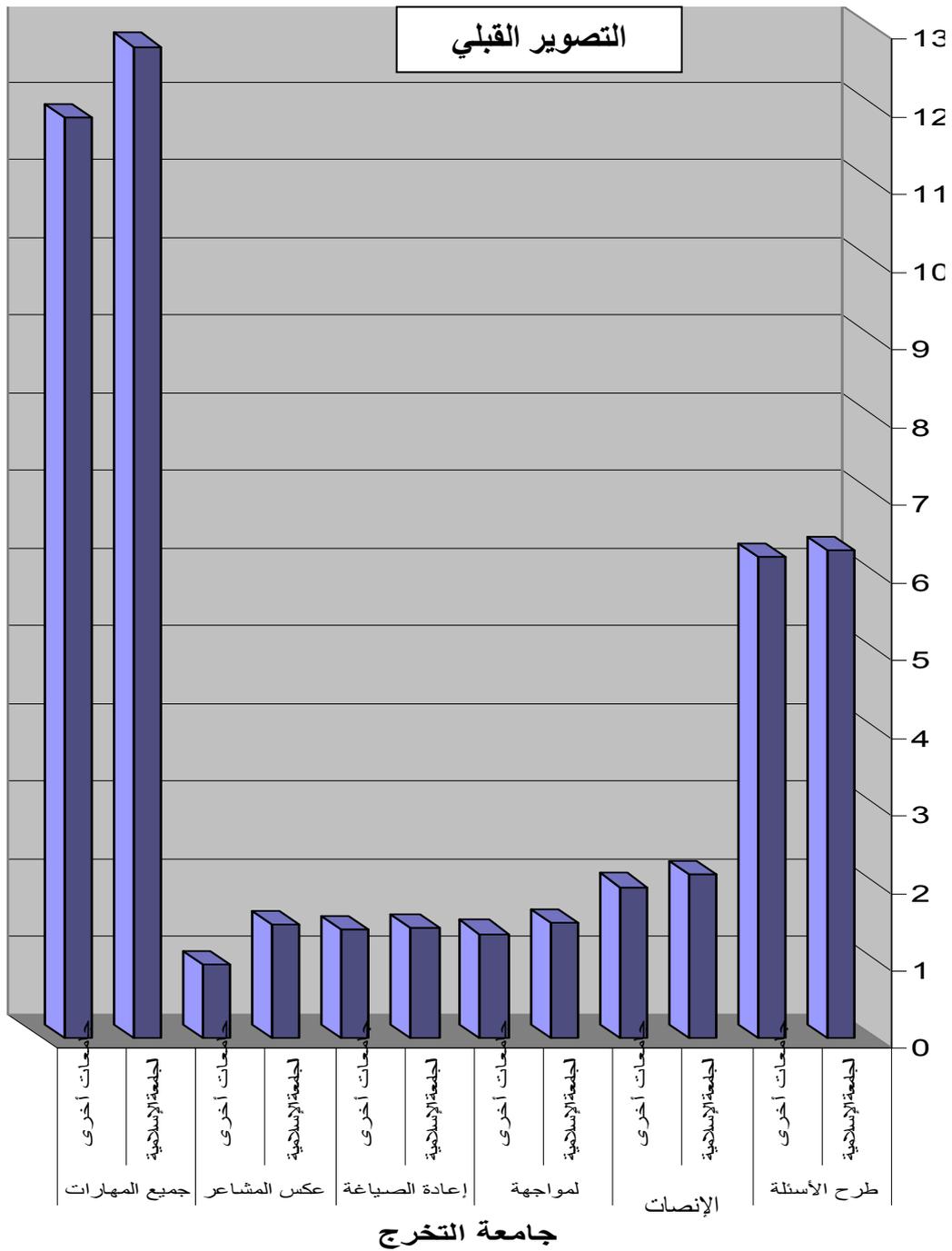
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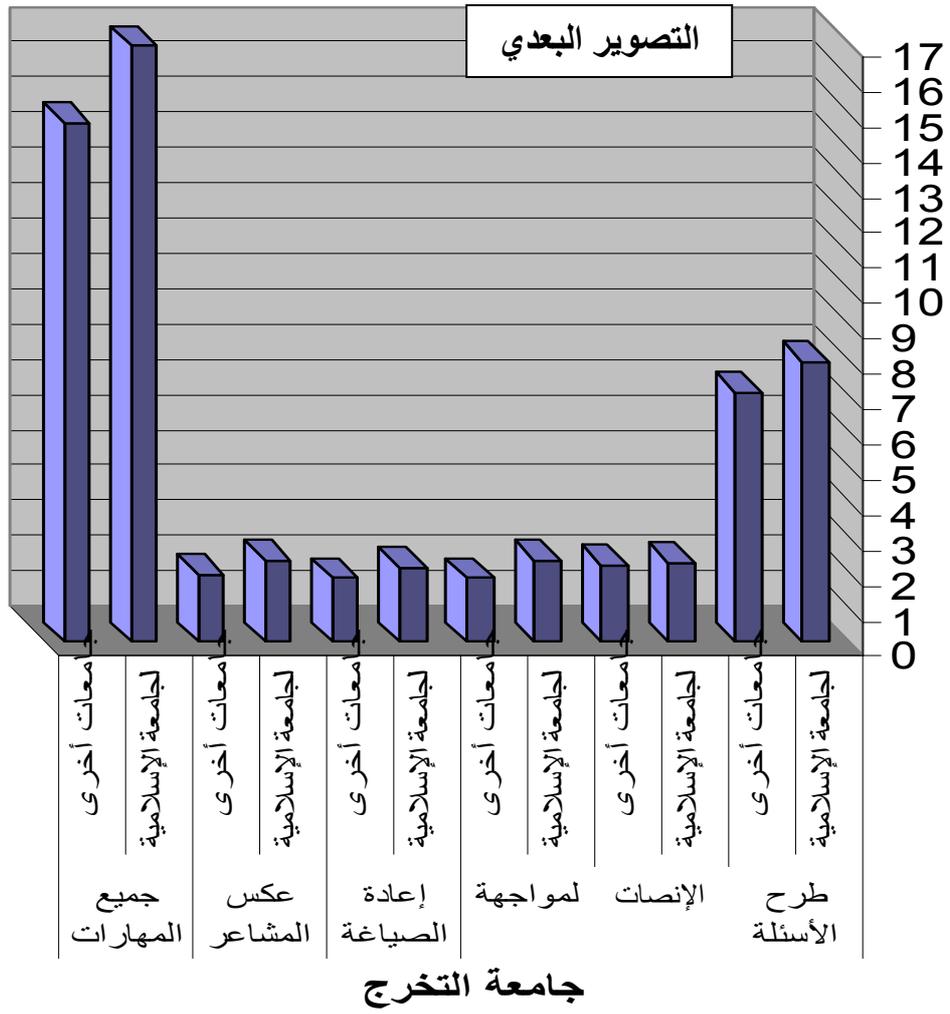
	" "						
0.891	0.1374 4	2.257	6.29	7			
		2.167	6.20	4			
0.516	0.6546	0.867	2.11	7			
		0.945	1.95	4			
0.701	0.3862	1.173	1.49	7			
		1.387	1.35	4			
0.911	0.1127	0.917	1.43	7			
		0.883	1.40	4			
0.078	1.7985	1.067	1.46	7			
		0.887	0.95	4			
0.478	0.7149	4.615	12.77	7			
		4.568	11.85	4			
0.000	3.7211	0.873	7.94	7			
		0.826	7.05	4			
0.493	0.691	0.426	2.23	7			
		0.366	2.15	4			
0.007	2.7969	0.667	2.29	7			
		0.523	1.80	4			
0.051	1.9949	0.471	2.11	7			
		0.696	1.80	4			
0.024	2.3291	0.583	2.31	7			
		0.718	1.90	4			
0.000	3.8648	1.952	16.89	7			
		2.130	14.70	4			

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## الملاحق

(1)



الجامعة الإسلامية - غزة  
The Islamic University - Gaza

هاتف داخلي: 1150

عمادة الدراسات العليا

الرقم Ref. ....

التاريخ Date ..... ج م غ /35/

حفظه الله،

الأخ الدكتور/ إياد زقوت

رئيس برنامج الصحة النفسية والمجتمعية بوكالة الغوث الدولية

السلام عليكم ورحمة الله وبركاته،

### الموضوع / تسهيل مهمة طالب ماجستير

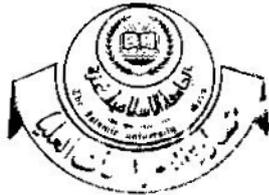
تهديكم عمادة الدراسات العليا بالجامعة الإسلامية أعطر تحياتها، وترجو من سيادتكم التكرم بتسهيل مهمة الطالب/ محمد جدوع مرازيق أبو يوسف برقم جامعي 2005/0295 المسجل في برنامج الماجستير بكلية التربية تخصص علم النفس/ إرشاد نفسي، وذلك بهدف عمل تصوير فوتوغرافي لجلسات إرشادية وتطبيق برنامج الدراسة والحصول على المعلومات التي تساعد في إعداده والمعونة بـ:

"فاعلية برنامج تدريبي مقترح لتنمية المهارات الإرشادية لدى المرشدين النفسيين في مدارس وكالة الغوث الدولية بقطاع غزة"

والله ولي التوفيق،،،

عميد الدراسات العليا

د. مازن إسماعيل هنية



صورة إلى:-

❖ الملف.

(2)

UNITED NATIONS  
RELIEF AND WORKS AGENCY FOR  
PALESTINE REFUGEES IN THE NEAR EAST



NATIONS UNIES  
OFFICE DE SECOURS ET DE TRAVAUX POUR LES  
REFUGIES DE PALESTINE DANS LE PROCHE-ORIENT

وكالة الأمم المتحدة

P.O. Box ٦١, Gaza City  
Or  
P.O. Box ٧٨١, IL- Ashqelon

لإغاثة وتنفيذ الاجتهاد الفلسطيني في الشرق الأوسط

GAZA FIELD OFFICE

Tel: (٠٠٩٧٢-٧) ٨٢٤-٥٠٨

٦٧٧٧ ٣٣٣

Fax: (٠٠٩٧٢-٧) ٦٧٧٧ ٤٤٤

التاريخ : ٢٠٠٧/٠٤/١٨

إلى : المرشد/ محمد أبو يوسف رقم وظيفي : ٢١١٠١٠  
من : القائم بأعمال منسق برنامج الصحة النفسية بوكالة الغوث د. / إياد زقوت  
خلال : مشرف المنطقة الجنوبية السيد / صفوت دياب  
الموضوع : البحث "برنامج مقترح لتنمية مهارات المقابلة الإرشادية لدى المرشدين"

لا مانع في الاستمرار في عمل البحث المذكور وذلك في المنطقة الجنوبية مع الأخذ بعين الاعتبار الإرشادات الأخلاقية المرفقة للتوثيق والنشر عن الأطفال الصادرة عن اليونيسيف والمعتمدة لدى وكالة الغوث الدولية، علماً بأن هذه الموافقة تشمل البحث كمهمة لطالب ماجستير.

مع الشكر

د. إياد زقوت

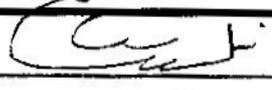
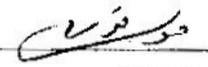
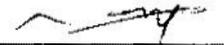
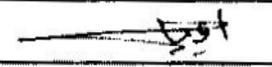
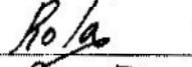
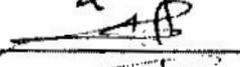
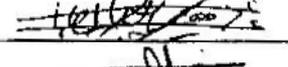
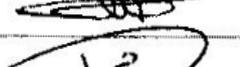
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بسم الله الرحمن الرحيم

التاريخ: 2007/05/03

اليوم: الخميس

نحن المرشدين الموقعين أدناه لا مانع لدينا من المشاركة في تطبيق دراسة الباحث/ محمد جدوع أبو يوسف وما يتضمنها من تنفيذ برنامج تدريبي خاص بالمهارات الإرشادية وتنفيذ جلسات إرشادية مع مسترشدين داخل المدرسة وتصوير ذلك بالفيديو.

م	اسم المرشدة/ة	التوقيع
1.	نائيل إبراهيم أبو عذب.	
2.	موسى صبحي القدرة.	
3.	صالح سليمان السطري.	
4.	اميلة جبر عوض.	
5.	إيفان عاشور.	
6.	رولا الهندي.	
7.	احمد حسني شاهين.	
8.	راند شعبان علوان.	
9.	أشرف الجبالي.	
10.	خالد أحمد أبو جامع.	
11.	مراد إسماعيل صيام.	

الباحث/

محمد جدوع أبو يوسف



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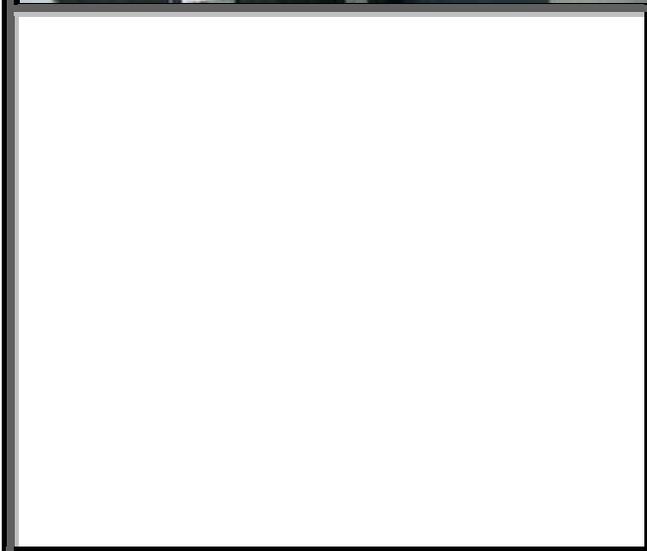
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## ملحق رقم ( 8 )

### قائمة بأسماء السادة المحكمين لبرنامج تنمية المهارات الإرشادية لدى لمرشدين النفسيين

6. الدكتور: أنور البرعاوي – الجامعة الإسلامية.
7. الدكتور: جميل الطهراوي – الجامعة الإسلامية.
8. الدكتور: درداح الشاعر – جامعة الأقصى.
9. الدكتور: عاطف عثمان الأغا – الجامعة الإسلامية.
10. الدكتور: عبد العظيم المصدر – جامعة الأزهر.
11. الدكتور: فضل أبو هين – جامعة الأقصى.
12. الدكتور: محمد جواد الخطيب – جامعة الأزهر.
13. الدكتور: نبيل دخان – الجامعة الإسلامية.
14. الدكتور: سناء أبو دقة – الجامعة الإسلامية.

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صورة رقم (1)



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صورة رقم (3)



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صورة رقم ( 4 )



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صورة رقم (7)

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**.( Open Questions )**

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**.( Direct Questions )**

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**.( Indirect Questions )**

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صورة رقم ( 8 )



صورة رقم ( 9 )



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**.( Phrasing The Question )**

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**.( Composing The Question )**

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**.( Containment Of Question )**

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صورة رقم ( 10 )



صورة رقم ( 11 )



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( Empathic Listening )

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( Active Listening )

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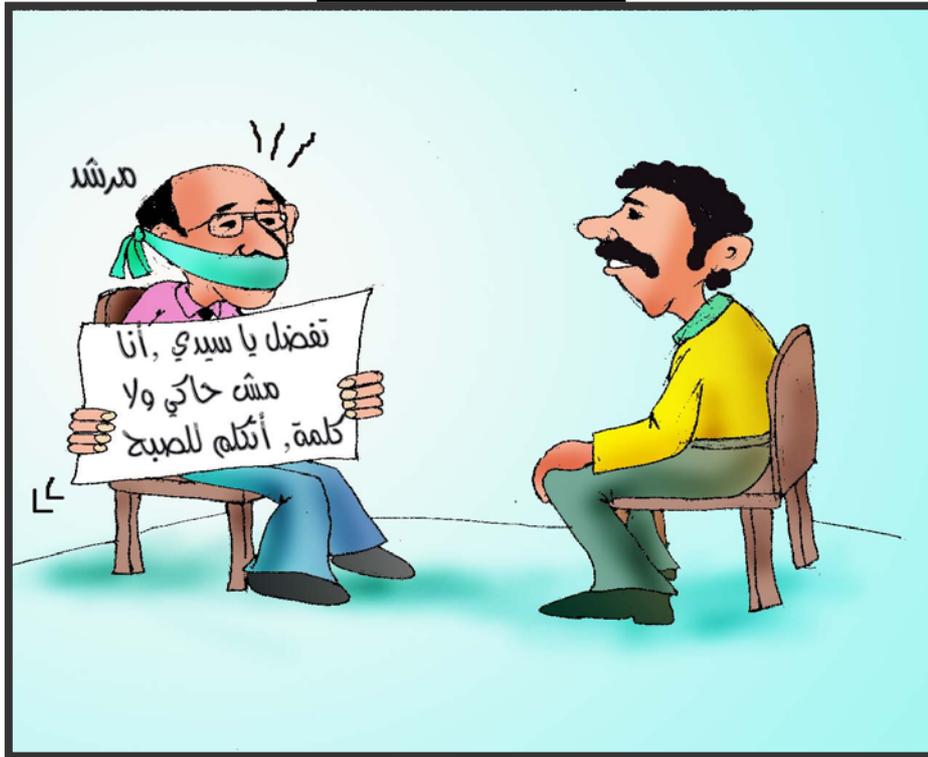
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صورة رقم ( 12 )



صورة رقم ( 13 )



صورة رقم ( 14 )



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صورة رقم ( 15 )



صورة رقم ( 16 )



صورة رقم ( 17 )



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صورة رقم ( 18 )



صورة رقم ( 19 )



صورة رقم ( 20 )



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صورة رقم ( 21 )



صورة رقم



صورة رقم



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صورة رقم ( 24 )



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صورة رقم ( 27 )



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صورة رقم ( 30 )



صورة رقم ( 31 )



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**.( Over Obvious Level )**

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**.( Hidden Deep Level )**

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صورة رقم ( 32 )



صورة رقم ( 33 )



صورة رقم ( 34 )



صورة رقم ( 35 )



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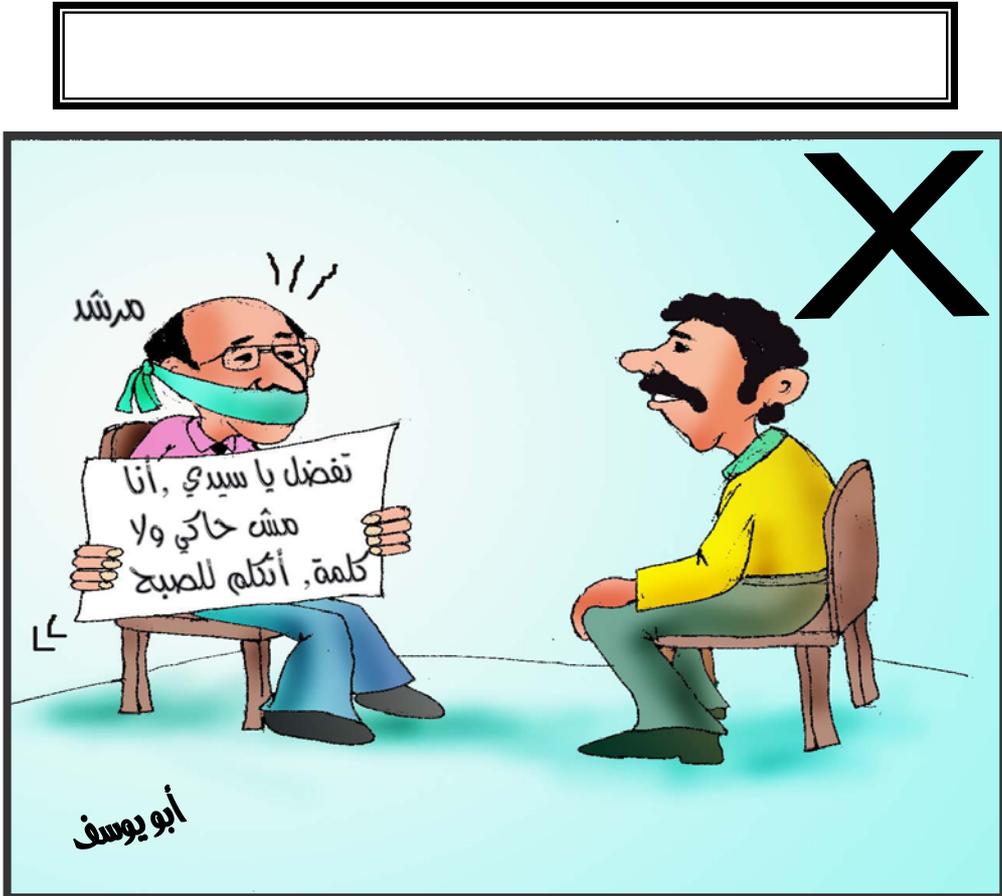
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أنا مش عارف، بتحب التعليم وبتكره المدارس، بتحب  
الطلاب وبتضرب، وبتحب النظام وفوضوي!!...أوووف



أنا بفهم من كلامك... أعتقد أنه ...  
!!! إيه.. أنت إيش قلت قبل شوية؟؟؟؟





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ملحق رقم (14)

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## ABSTRACT

The aim of the current study is to recognize the counseling skills that psycho-counselors have in UNRWA schools in the GAZA Strip and to recognize how effective a suggested training programme to improve the counseling skills that psycho-counselors have in UNRWA schools is and the relation between that and some changes such as { gender – specialization – experience - university} where the study tried to answers the following questions :

1. What extent are the counseling skills available at psycho-counselors in UNRWA schools in the GAZA strip?
2. How effective is the suggested training programme in improving the counseling skills that psycho- counselors have in UNRWA schools in the GAZA strip?
3. Are there significant statistical differences in the pre-test of the counseling skills that counselors have and the post-test one due to the change of the gender?
4. Are there significant statistical differences in the pre-test of the counseling skills that counselors have and the post-test one due to the change of the specialization { psychology – others specializations }?
5. Are there significant statistical differences in the pre-test of the counseling skills that counselors have and the post-test one due to the change of the experience { more than 4 year – less than that }?

6. Are there significant statistical differences in the pre-test of the counseling skills that counselors have and the post-test one due to the change of the university {Islamic University – others }?

To answer these questions, the researcher has chosen a random sample of eleven male and female counselors. They were videoed while they were carrying out counseling interviews with counseled people to identify the level of counseling skills they have. These videos were judged by psychological health and psychological counseling specialists, this application was a pre-test. After that the training programme of developing the counseling skills, was applied. Once again the psycho-counselors were videoed while they were counseling interviews, with other counseled people. This application was a post-test to identify the level of their counseling skills. The researcher has used the percentages and { T. test } to identify the effectiveness of the training programme and to identify the psycho-counselors level of counseling skills, and their relation to gender, specialization, experience and graduation university.

▪ **The results of the study were as follow:-**

1. there are differences between the level of the counseling skills that counselors have and the assumed level { 70% } which means that the samples members don't obtain the five counseling skills as required which needs these skills to be developed and improved properly according to the pre-test of the study sample.

2. There are significant statistical differences at the level  $\{ \alpha = 0.05 \}$  between the pre-test and the post-test one of the counseling skills that counselors have to the benefit of the post-test.
3. There aren't significant statistical differences at the level  $\{ \alpha = 0.05 \}$  between the pre-test and the post-test of the counseling skills of the counselors due to the change of gender.
4. There aren't significant statistical differences at the level  $\{ \alpha = 0.05 \}$  in the pre-test of the counseling skills of the counselors due to the change of specialization  $\{ \text{psychology} - \text{others specializations} \}$ , the study shown significant statistical difference in the post-test to the level of the counseling skills of the counselors due to the change of specialization to the benefit of those specialized in psychology.
5. There aren't significant statistical differences at the level  $\{ \alpha = 0.05 \}$  in the pre-test of the counseling skills of the counselors due to the change of years of experience  $\{ \text{more than 4 year} - \text{less than 4 year} \}$ , while there are significant statistical difference at the level  $\{ \alpha = 0.05 \}$  in the post-test of the counseling skills of the counselors due to the change of years of experience to the benefit of those of more than 4 year.

6. There aren't significant statistical differences at the level  $\{ \alpha = 0.05 \}$  in the pre-test of the counseling skills of the counselors due to the change of the university of graduation {Islamic University – others }, while there are significant statistical difference at the level  $\{ \alpha = 0.05 \}$  in the post-test of the counseling skills of the counselors due to the change of the university to the benefit of Islamic University graduates.

AS a conclusion, the study made some recommendations and suggestion, to the psych-educational counselors and also for specialists and therapists and all those who work in the field of psychological health and psycho-counseling assuring the importance of improving them on the level of theory and practice.

The study proved the importance of studies that deal with training programmes that take care of improving and developing the counseling skills at the psychological and educational counselors.

Islamic University Of Gaza.  
Dean Of Higher Studies.  
Faculty Of Education.  
Psychology Department.

**Effectiveness of training programme for the  
development of counseling skills, at the psycho-  
counselors in the UNRWA school in Gaza strip.**

Thesis submitted for Master Degree

By:

**Mohammed Jadou' Abu Yousef**

Supervised By:  
**DR. Samir Qoota**

Thesis submitted to faculty of education in the Islamic  
University for the Master Degree in Psychology.

January, 2008