

*

18-16

(423)

Ekman, 1994)
(1994) .(DePalulo and Rosenthal, 1979 1985

.(1987)

.(1989)
(Ekman, 1989) .(1982)

*

2002/12/12

.2003/12/9

(1995)

(Ekman, 1989)

(1987)

(Lee, 1997)

(1989)

(Wishful

.Thinking)

(Anti-Social)

(1984)

(Handel, 1982)

:

(Ekman, 1989)

(Kaplan, 1990)

(1994)

		1987)		
		.(2003	1984	1987
(Kaplan, 1991)				
(Aune and				
	.Walters, 1994)			
Lewis, Stanger and)				
.(1987	Sullivan, 1989			
		(5000)		
			" :	
		(%33)	(%53)	"
			.(1987)	
	(Lewis,			
			Stanger and Sullivan, 1989)	
		(32)		
	18-16	(29)		
		(%30)		
:		(Aune and Walters, 1994)		
	.1			
	.2		(Samons)	
		(224)	(59-19)	
	.3			

:

:

:

(Ekman, 1985; DePaulo, 1988; Ekman, 1989; Aune et al., 1994; Handel, 1982)

(30) (30) (90)

(30)

18-16

()

(13000)

2003-2002

)
(38)

(

(5)

(1)

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:

:

(423)

:

:

(1)

:

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-

(36) (%20)
(36)

18-16

(1)

								-				
223	56	28	28	56	28	28	55	27	28	56	28	28
200	49	24	25	50	24	26	50	25	25	51	25	26
423	105	52	53	106	52	54	105	52	53	107	53	54

(2)

9		1
7		2
4		3
6		4
4		5
30		

(3)

(30)	(36)	
0.90	0.90	
0.88	0.89	
0.84	0.85	
0.89	0.89	
0.79	0.78	
0.94	0.93	

.(0.40)

(270)

(36)

(18-15)

(30)

.(2)

()

(9) (8)

(0.003 = P 9.00 =)

(9) (0.03 = P 4.85 =)

: (-) (2.03) (1.85)

%4.1 .(1.54) (1.77)

.020

%1.4 : : :

0.12 " "

%1.2

0.11

- - - -)

((Stepwise Multiple regression)

%1.4

0.12

%1.7

.013

(4)

	*		
1.19	2.10		1
1.04	1.74	()	2
0.94	1.73		3
1.03	1.70		4
0.99	1.67		5
0.97	1.67		6
0.98	1.64		7
0.96	1.58		8
0.98	1.57		9
0.66	1.71		
1.36	2.80		10
1.35	2.57		11
1.20	2.56		12
1.31	2.44		13
1.15	2.41		14
1.30	2.38		15
1.08	2.17		16
1.18	2.13		17
0.81	2.43		

1.06	1.93		18
1.00	1.71		19
0.93	1.53		20
0.81	1.39		21
0.65	1.64		
1.04	2.09		22
0.94	2.00		23
1.09	1.94		24
0.96	1.91		25
0.99	1.81		26
0.67	1.95		
0.95	1.66		27
0.93	1.66		28
0.97	1.65		29
0.97	1.64		30
0.68	1.65		

.5-1

*

(5)

0.001	331.04	4	76.04	304.17	
		1695	0.24	589.89	

(6)

*	*	*	*	-	
*	*	*	-		
	*	-			
*	-				
-					

0.05

*

(7)

(423)	(200)	(223)			
1.66	1.62	1.70			
0.64	0.60	0.73		(214)	
1.62	1.60	1.64			
0.66	0.71	0.74		(209)	
1.64	1.61	1.67			
0.65	0.63	0.73			
2.38	2.42	2.34			
0.78	0.73	0.70		(214)	
2.48	2.47	2.49			
0.83	0.82	0.66		(209)	
2.43	2.44	2.41			
0.81	0.77	0.68			
2.03	2.01	2.05			
0.65	0.62	0.58		(214)	
1.85	1.80	1.89			
0.67	0.76	0.56		(209)	
1.95	1.92	1.97			
0.67	0.69	0.57			
1.75	1.72	1.78			
0.66	0.57	0.68		(214)	
1.66	1.70	1.62			
0.65	0.64	0.76		(209)	
1.71	1.71	1.70			
0.66	0.60	0.73			
1.77	1.84	1.70			
0.67	0.58	0.69		(214)	
1.54	1.52	1.56			
0.68	0.78	0.62		(209)	
1.65	1.68	1.63			
0.68	0.65	0.65			

(8)

0.08	1.84	1	4.64	
0.10	2.67	1	17.05	
0.41	1.3	1	2.60	
0.12	1.68	1	4.29	
0.38	1.07	1	2.92	

0.10	2.65	1	1.11		
0.58	0.30	1	0.18		
0.35	0.89	1	0.38		
0.003	9.00	1	3.84		
0.03	4.85	1	2.22		

(9)

-

		R ²	R	b	المتغيرات المستقلة	
0.01	6.60	0.014	0.116	1.35		
0.001	20.79	0.041	0.203	1.91		
0.01	5.98	0.012	0.111	1.43		
0.01	6.60	0.014	0.116	2.17		
0.004	8.38	0.017	0.131	1.98		

:

:

(1.87)

.(5-1)

(1.95)

(2.43)

(1.64)

(1.71)

.(1.60)

":

:

"

(Matlin, 1996)

%1.4

(0.12

)

)

%1.7

.(0.13

:

%4.1

)

%1.4

(0.20

(0.12

)

%1.2

.(0.11

)

(

)

2003

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Motives Among High School Adolescent Students for Telling Lies

*Adnan Al-Otoum and Abd Al-Nasser Al-Jarrah**

ABSTRACT

The present study aimed at exploring motives among high school adolescent students for telling lies and the effect of gender and other demographic variables on the use of such motives. The sample consisted of 423 students, aged 16-18 years, who filled a questionnaire designed to measure students' deceptive motives. Results revealed that the most used deceptive motives were: the emotional motives followed by self-protection, social, personal, and aggression motives, respectively. The results showed an effect for place of residence on emotional, personal, and aggression domains of deceptive motives. The results also showed an effect of father's education on self-protection and social domains of deceptive motives.

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