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48	5	43	
42	3	39	
26	3	23	
116	11	105	

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0.3	1.2	2.9	2.1	58	42	1
	1.0		3.9		78	3
	0.8		3.1		62	6
	1.1		3.2		64	7
	0.8		3.4		68	9
	1.2		2.8		56	18
	0.8		2.7		54	19
	1.0		3.2		64	20
	1.1		2.6		52	21
	1.1		2.5		50	22
0.3	1.5	3.4	3.1	68	62	2
	0.9		3.6		72	4
	1.0		3.4		68	5
	1.3		3.3		66	8
	1.0		3.0		60	10
	0.9		3.2		64	11
	0.7		3.8		76	12
	0.1		3.4		68	13
	1.1		3.4		68	14
	0.6		3.9		78	15
	1.1		3.5		70	16
	1.3		3.0		60	17
0.7	1.4	3.1	2.8	62	56	23
	1.5		2.9		58	24
	1.3		2.9		58	25
	1.1		3.0		60	26
	0.8		3.3		66	27
	0.6		3.3		66	28
	0.6		3.2		64	29
	0.9		3.2		64	30
	1.1		3.0		60	31

(3.4) (2) %68
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0.70	0.77	0.26	2.95	105		
		0.28	2.89	11		
0.57	0.58	0.28	3.36	105		
		0.31	3.31	11		
0.53	0.61	0.66	3.07	105		
		0.65	2.95	11		

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(Hobban, 2004)

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(Bottani and Delfua, 1990)

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.027	3.219	1.434	3	4.302		
		.445	113	34.296		
			116	38.598		
.017	3.594	2.588	3	7.763		
		.720	113	55.442		
			116	63.205		
0.723	0.442	.191	3	.574		
		.433	113	32.881		
			116	33.455		

(5)

(Tukey)

			(J)	(I)	
.994	.2725	-6.9583E-02			
.878	.2609	-.1946			
.081	.2999	-.7276			
.994	.2725	6.958E-02			
.893	.1759	-.1250			
.027	.2298	-.6580*			
.878	.2609	.1946			
.893	.1759	.1250			
.073	.2159	-.5330			
.081	.2999	.7276			
.027	.2298	.6580*			
.073	.2159	.5330			
.523	.3464	.4740			
.956	.3317	-.1694			
.832	.3813	-.3226			
.523	.3464	-.4740			
.026	.2236	-.6433*			
.039	.2922	-.7966*			
.956	.3317	.1694			
.026	.2236	.6434*			
.944	.2746	-.1532			
.832	.3813	.3226			
.039	.2922	.7966*			
.944	.2746	.1532			
.999	.2700	-3.2005E-02			
.976	.2571	-.1065			
.793	.2956	-.2724			
.999	.2700	3.200E-02			
.974	.1756	-7.4477E-02			
.719	.2282	-.2404			
.976	.2571	.1065			
.974	.1756	7.448E-02			
.863	.2128	-.1660			
.793	.2956	.2724			
.719	.2282	.2404			
.863	.2128	.1660			

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(Waggner, 1991) (Smith, 1996) (Mahony, 1994)

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.773	.258	.127	2	.254	
		.492	114	38.344	
			116	38.598	
.014	4.512	3.277	2	6.554	
		.726	114	56.650	
			116	63.205	
.980	.020	8.758E-03	2	1.752E-02	
		.434	114	33.438	
			116	33.455	

(7)

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			(J)	(I)	
.758	.2147	-.1525	10 -5	5	
.918	.2136	-8.4072E-02	10		
.758	.2147	.1525	5	10 -5	
.918	.1739	6.843E-02	10		
.918	.2136	8.407E-02	5	10	
.918	.1739	-6.8428E-02	10-6		
.011	.2609	.7743*	10 -5	5	
.235	.2596	.4261	10		
.011	.2609	-.7743*	5	10 -5	
.232	.2114	-.3482	10		
.235	.2596	-.4261	5	10	
.232	.2114	.3482	10 -5		
1.000	.2018	-3.4722E-03	10 -5	5	
.990	.2018	2.778E-02	10		
1.000	.2018	3.472E-03	5	10 -5	
.980	.1647	3.125E-02	10		
.990	.2018	-2.7778E-02	5	10	
.980	.1647	-3.1250E-02	10 -5		

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(Loadman and Mahan, 1983)

(Wilson, Cordry, Notar, and Friery, 2004)

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.(Wilson, Cordry, Notar, and Friery, 2004) 1991)

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.677	.392	.192	2	.384		
		.490	114	38.214		
			116	38.598		
.236	1.472	1.149	2	2.298		
		.781	114	60.907		
			116	63.205		
.076	2.663	1.082	2	2.164		
		.406	114	31.291		
			116	33.455		

(9)

0.7	1.4	3.1	2.8	62	56	
	1.5		2.9		58	
	1.3		2.9		58	
	1.1		3.0		60	
	0.8		3.3		66	

	0.6		3.3		66	
	0.6		3.2		64	
	0.9		3.2		64	
	1.1		3.0		60	

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(Valli and

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(Valli and Rennert, 2000)

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70	81	.	2
63	73	.	3
59	69	.	4
55	64	.	5

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%			
78	89	.	1
70	81	.	2
62	72	.	3
56	65	.	4
53	62	.	5
51	59	.	6

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The Perspectives of the Faculty of Education Academic Staff at Public Jordanian Universities towards the Unified Class-Teacher Teaching Plan at their Universities

*Khaled M. Al-Omari**

ABSTRACT

The purpose of this study was to explore the possibility of preparing unified class teacher teaching plan at Jordanian public universities. One hundred sixteen members of the Faculty of Education academic staff at Yarmouk University, University of Jordan and Mutah University were included in the study sample. Internal consistency using Cronbach Alpha was used showing a reliability of 84%, the study revealed that there was no full agreement about the idea of unified classroom teachers teaching plan at Jordanian public universities. Also the implementation of the unified teaching plan was not completely met the perceptions of most of the academic staff. Moreover, there were many obstacles that hinder the idea of a unified teaching plan related to the universities and the academic staff. Regarding the variables of the study, there were statistically significant differences, due to the academic or ranks position and the experience of the respondent. But there were no statistically significant differences due to the gender and university of the respondents. Moreover, the study results emphasized the importance of cooperation among all concerned people with a class teacher-teaching plan. In order to provide the prospective class teachers with an appropriate model of training related to student-teacher's needs, more focus should be given to the class teachers pre-service program through continues improvement and evaluation. As well as the cooperation between the Ministry of Education and the universities should be increased in the term of the suggested teacher education teaching plan.

Keywords: Class-Teacher, First Three Grades, Teacher Education Programs Public Universities, Unified Class-Teacher Teaching Plan.

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