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.(Cosden and McNamara, 1997)

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(Halamandaris and Power,

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(Senel et al., 2001)

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(Hayes and Lin, 1994)

(Briggs, 1995)

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956	278	678	
360	29	331	
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72	23	49	
59	10	49	
131	33	98	

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36.6	48	
20.6	27	
9.3	12	
100	131	

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77	101	
12.4	16	
%100	131	

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55.7	73	
44.3	58	
100	131	

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1.1633	3.7813		10	
1.2407	3.7364		18	
1.2086	3.6875		14	
1.1533	3.6299		9	
1.2739	3.5714		12	
1.1403	3.5040		17	
1.2919	3.4844		6	
1.1531	3.4062		16	
1.1954	3.1783		7	
1.1685	3.1318		13	
1.1281	3.0930		15	
1.1675	2.7752	()	11	
0.9882	2.6457		8	
1.0027	2.5680		2	
1.5227	2.4750		1	
0.9166	2.3780		4	
1.0821	2.1654		5	
1.0368	1.7559		3	

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1.1726	3.9453		33	
1.3728	3.6977		30	
1.2118	3.6822		20	
1.4259	3.6032	()	34	
1.3510	3.5391		35	
1.3814	3.4961		23	
1.5255	3.4878		28	
1.3549	3.4841		27	
1.3409	3.4729		31	
1.4558	3.4252		21	
1.4237	3.3760		19	
1.3841	3.2109		26	
1.3022	3.1024		29	
1.3022	3.1024		32	
1.4947	3.0469		22	
1.5385	2.9453		24	
1.4004	2.7674		25	
1.2589	2.6480		36	

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1.2927	3.3828		37	
1.2399	3.5197		44	
1.1942	3.3047		45	
1.2856	3.2403		47	
1.3010	3.2344		49	
1.2173	3.1484		54	
1.3750	3.1240		46	
1.3079	3.1172		48	
1.2417	3.0800		42	
1.0838	3.000		40	
1.2183	3.000		50	
1.3062	2.9302		39	
1.3022	2.8976		38	
1.2808	2.6822		43	
1.2180	2.6357		53	
1.1117	2.5194		51	
1.3868	2.3828		41	
1.0544	2.1969		52	

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1.1603	3.7656		58	
1.2904	3.7165		68	
1.2654	3.5703		62	
1.2736	3.5078		57	
0.9348	3.4160		69	
0.9600	3.3651		66	
1.1031	3.1570		60	
1.2085	3.1406		56	
1.4438	3.0388		59	
1.1327	3.0234		65	
1.1792	2.9213		63	
1.1792	2.9213		64	
1.1242	2.8730		70	
1.1667	2.6562		55	
1.2138	2.3968		61	
1.3776	2.3760		72	
1.0696	2.1496		67	
0.9965	1.8492		71	

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1.2494	3.3840		79	
1.2210	3.3008		80	
1.3818	3.1840		84	
1.2327	3.1120		81	
1.4184	2.9365		85	
1.2058	2.7360		83	
1.4456	2.6349		77	
1.2729	2.5873		78	
1.1759	2.5714		76	
1.0944	2.3810		74	
1.1848	2.3730		75	
1.2860	2.3680		82	
1.1907	2.3651		73	
1.4111	2.8438		86	
1.1363	2.5156		87	
1.3046	2.6614		88	

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0.72	2.54		
0.71	2.94		
0.59	3.01		
0.72	3.11		
1.06	3.22		
0.58	2.96		

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0.10	1.8	0.63	3	1.89		
-	-	0.35	123	43.06		
-	-	-	126	44.96		
0.23	1.45	1.62	3	4.86		
-	-	1.11	123	136.79		
-	-	-	126	141.66		
0.07	2.45	1.18	3	3.56		
-	-	0.48	123	59.54		
-	-	-	126	63.10		
0.32	1.18	0.59	3	1.78		
-	-	0.50	123	61.82		
-	-	-	126	63.61		
*0.0010	3.50	1.72	2	5.17		
-	-	0.48	123	59.67		
-	-	-	125	64.84		
0.36	1.06	0.35	3	1.05		
-	-	0.33	123	41.51		
-	-	-	126	42.57		

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0.09	0.33-	0.005	*0.41-	1
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0.38	0.95	0.32	2	0.64		
-	-	0.33	125	42.03		
-	-	-	127	42.67		
*0.00	8.68	8.67	2	17.33		
-	-	0.99	125	124.77		
-	-	-	127	142.11		
0.61	0.48	0.24	2	0.49		
-	-	0.51	125	63.88		
-	-	-	127	64.37		
0.50	0.68	0.36	2	0.72		
-	-	0.52	125	65.94		
-	-	-	127	66.66		
0.31	1.18	0.60	2	1.20		
-	-	0.51	124	63.38		
-	-	-	126	64.59		
0.26	1.36	0.45	2	0.90		
-	-	0.33	125	41.66		
-	-	-	127	42.57		

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3	2	
0.56	*1.11	
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*0.048	3.11	1.06	2	2.13		
-	-	0.34	126	43.19		
-	-	-	128	45.33		
*0.044	3.19	3.8	2	6.96		
-	-	1.08	126	137.27		
-	-	-	128	144.23		
0.25	1.38	0.69	2	1.39		
-	-	1.08	126	63.50		
-	-	-	128	64.89		
0.10	2.28	1.18	2	2.37		
-	-	0.50	126	65.50		
-	-	-	128	64.89		
0.75	0.28	0.15	2	0.30		
-	-	0.53	125	66.87		
-	-	-	127	67.78		
0.20	1.61	0.55	2	1.10		
-	-	0.34	126	43.13		
-	-	-	128	44.23		

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*0.62	0.04	
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	()	(55) =		(10) =		
0.24	1.75-	0.59	3.02	0.53	2.80	
*0.00	4.01-	1.01	3.33	0.85	2.00	
0.23	1.20-	0.68	2.96	1.00	2.68	
0.16	1.38-	0.72	3.13	0.65	2.80	
*0.04	2.01-	0.72	2.57	0.68	2.10	
*0.006	2.80-	0.56	3.00	0.61	2.47	

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	()	(30) =		(98) =		
0.93	0.087-	0.46	3.02	0.62	3.01	
*0.03	2.20	0.95	2.87	1.06	3.35	
*0.001	3.26-	0.69	3.30	0.68	2.84	
0.65	0.45	0.60	3.06	0.76	3.13	
0.52	0.63-	0.81	2.61	0.70	2.52	
0.93	0.8-	0.48	2.98	0.61	2.97	

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Some Adjustment Problems Facing Saudi Students in Jordanian Universities

*Sultan b. Musa Al-Owaidhah**

ABSTRACT

The aims of this study were: to identify adjustment problems facing Saudi Arabian students enrolled at Jordanian universities during the academic year 2002-2003, and to look at the differences in the adjustment problems in the following areas (academic, economic, emotional, social, and health) according to the following variables: gender, social environment, type of university, level of study, stage of study, source of sponsorship.

In order to achieve the goals of the study, the researcher has developed an instrument to measure the adjustment problems with appropriate factorial validity and internal consistency reliability.

The sample was randomly selected, and consisted of 130 male and female students spread between two variables (gender, university). After statistical analysis and discussion, some recommendations were presented.

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