

### 2003/2002

\*

2003-2002

( )

: ( )

(6636)

2003 - 2002

%88.5

500

565

-1

-2

-3

-4

-5

(0.05 =  $\alpha$ )

.2004/5/6

2003/10/21

\*

(Stipek, 1985)

(Slavin, 1986)

(Gage and Berliner, 1984)

(

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-

-

)

" (Anastasi, 1983)

"

(2003 - 2002)

:

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2003/2002

:

(0.05 =  $\alpha$ )

:

(0.05 =  $\alpha$ )

:

(0.05 =  $\alpha$ )

)

(

:

(0.05 =  $\alpha$ )

.  
-4  
.(%48.7) (%62.2)  
: (1995 )

752

:

:

(1995 )

(1990 )

2964

1994 - 1993

328

%12

%10

835

:

-1

%60.1

%21

%18.8

-2

%84

-3

: (1996 )

485

" (1992 )

"

888

:

- 1

- 2

- 3

- 4

- 5

(1992 )

" : Contemporary Education

" : (1990 )

"

:

" : (1992 )

"

:

44

-1

-2

-3

-4

-5

-6

%28 - : " (1994 )

%18 -

%90 -

%80 -

%79 -

%48

%14

%77

(2003

)

(

)

:

1996

2003

1278

1270

1997

%76

%79

%90

:

%29 -

%19 -

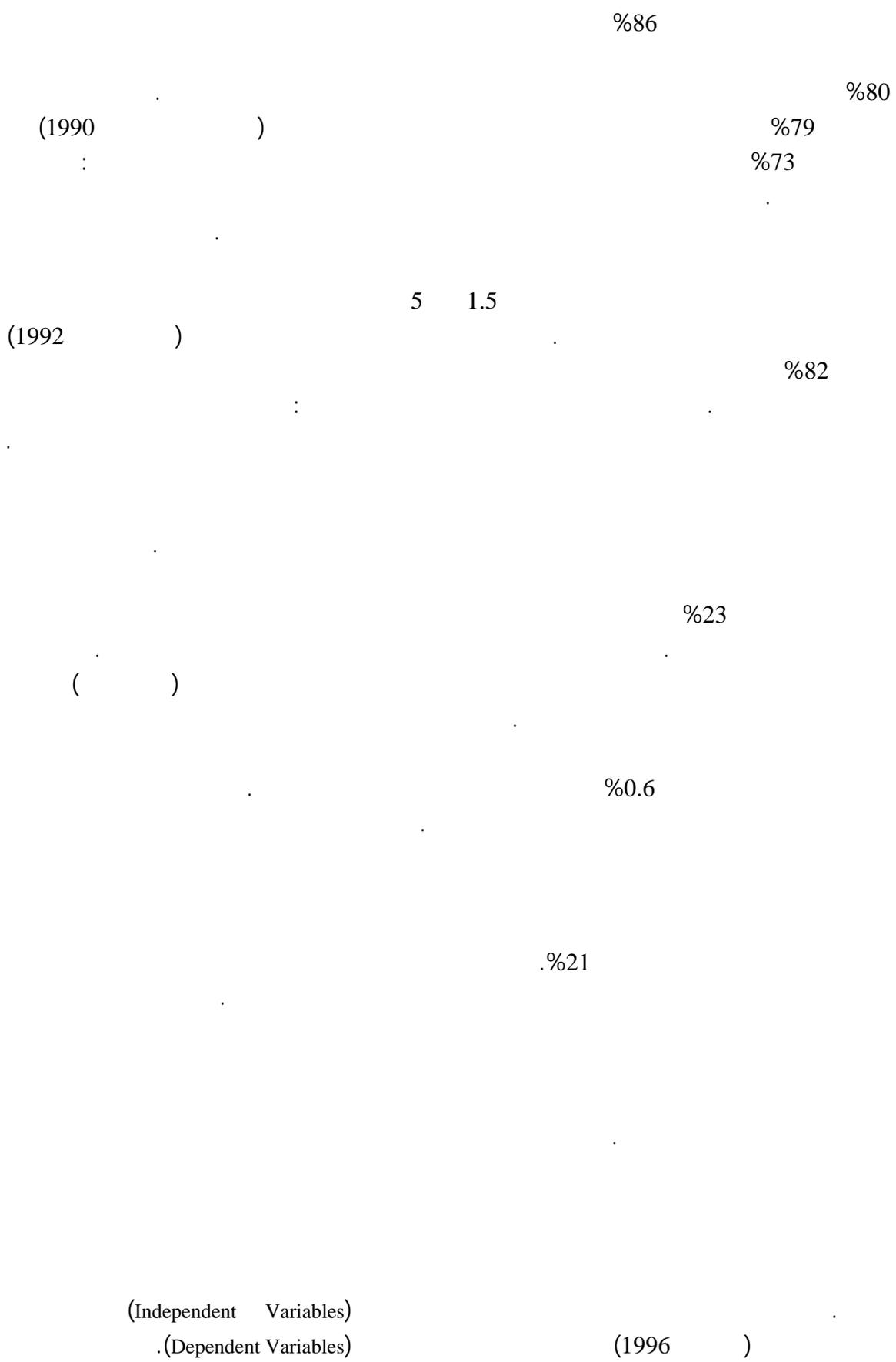
%13

%16

%0.4

( )

:



(1)

3132	351	2466	315	
2905	327	2081	497	
599	18	416	165	
6636	696	4963	977	
	%10.4	%73.2	%14.7	

2003-2002  
 6636  
 (1)  
 977  
 %14.7  
 4963  
 %73.2  
 %10.4 696

( ) ( ) : -1  
 ( ) : -2  
 ( ) ( )  
 ( ) : -3  
 ( ) 35- 25 ( ) 25  
 35  
 ( ) : -4  
 ( ) ( )  
 (Dependent Variables)

500 %10  
 (2)

(2)

(1 2 3 4 5)

%51.6	258	
%48.4	242	

(3)

2003/2002  
 %10  
 2003 - 2002

(3)

(1995 )

%27.2	136	25
%44.2	221	35 -25
%28.6	143	35

( )

.(4)

(4)

( )

( )

%33.4	167	
%42.6	213	
%24.0	120	

.(5)

(5)

%39.4	197	
%40.6	203	
%20.0	100	

%84

(Test-

Retest)

(25)

25 - 1

0.92

)  
(

(1995)

:  
( $\alpha = 0.05$ )

T  
Post Hoc F

(T-Test)

.(6)  
(6)

.(7)  
(7)

0.6847	4.1600	
0.7090	4.1140	
0.7468	4.1092	
0.7255	4.0627	
0.7731	4.0012	

(6)

.(8) F  
(8)

.(9)  
(9)

F

:  
-1  
-2  
-3  
-4  
-5

(7)

**T-Test**

	<b>T</b>			
0.884	0.146	4.1554	4.1643	
0.872	0.873	4.1512	4.0791	
0.109	- 2.040	4.1793	4.0434	
0.332	0.539	4.0446	4.0797	
0.220	0.358	3.9884	4.0132	

(8)

	<b>F</b>					
0.319	1.144	0.536	2	<b>1.072</b>		
		0.469	497	232.848		
			499	233.920		
0.511	0.671	0.338	2	0.676		
		0.503	497	250.146		
			499	250.822		
0.022	3.866	2.274	2	4.548		
		0.588	497	292.292		
			499	296.839		
0.421	0.867	0.457	2	0.913		
		0.527	497	261.723		
			499	262.637		
0.03	3.541	1.955	2	3.911		
		0.552	497	274.407		
			499	278.318		
0.098	2.331	0.631	2	1.263		
		0.271	497	134.636		
			499	135.899		

(9)

	<b>F</b>					
0.371	0.993	0.466	2	0.931		
		0.469	497	232.989		
			499	233.920		
0.747	0.292	0.147	2	0.294		
		0.504	497	250.528		
			499	250.822		
0.887	0.119	E-02 7.128	2	0.143		
		0.597	497	296.697		
			499	296.839		
0.891	0.115	E-02 6.085	2	0.122		
		0.528	497	262.515		
			499	262.637		
0.264	1.337	0.745	2	1.490		
		0.557	497	276.828		
			499	278.318		
0.770	0.262	E-02 7.159	2	0.143		
		0.273	497	135.755		
			499	135.899		

(10)

	<b>F</b>					
	*12.726	5.698	2	11.396		
		0.448	497	222.524		
			499	233.920		
0.031	3.499	1.741	2	3.842		
		0.498	497	247.345		
			499	250.822		
0.001	*7.007	4.070	2	8.141		
		0.581	497	288.698		
			499	296.839		
0.015	4.210	2.188	2	4.376		
		0.520	497	258.261		
			499	262.637		
0.002	*6.182	3.378	2	6.755		
		0.546	497	271.562		
			499	278.318		
	*11.520	3.010	2	6.021		
		0.261	497	129.878		
			499	135.899		

**(11)**  
**(Post Hoc)**

		<b>(J) UN</b>	<b>(I) UN</b>	
0.000	*0.3216	2.00	1.00	
	*0.2782	3.00		
0.596	4.3369-	3.00	2.00	
0.596			3.00	
0.010	*0.1827	2.00	1.00	
0.119	0.1352	3.00		
0.010			2.00	
0.582	4.7488-	3.00		
0.119			3.00	
0.582				
0.001	*0.2579	2.00	1.00	
0.004	*0.2674	3.00		
0.001			2.00	
0.919	9.478	3.00		
0.004			3.00	
0.919				
0.004	*0.2067	2.00	1.00	
0.437	6.891	0.300		
0.004			2.00	
0.118		3.00		
0.437			3.00	
0.118				
0.010	*0.1915	2.00	1.00	
0.001	*0.2973	3.00		
0.010			2.00	
0.258	0.1022	3.00		
0.001			3.00	
0.258				
0.000	*0.2317	2.00	1.00	
0.001	*0.2079	3.00		
0.703	2.3824-	3.00	2.00	
0.001			3.00	
0.703				

:

F

(10)

(1990 Gordon)

(10)

( $\alpha = 0.05$ )

(1992 )

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- 1

(Post Hoc)

- 2

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- 5

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(1992

(1992 )

(Claire kalender,

%80

2003)

%79

(Claire Kalender)

%48

(2003 Harold Silver Andro Hanen)

%86

%80

%79

%73

(1995 )

(1995 )

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(1995

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(1995

(Indro Hanen

and Harlod Selver, 2003)

(Gordon,

1990)

-1

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-2

(

(1992 )

-3

-4

(Claire Kalender,

(2003)

(Harlod Silver Andro Hanen, 2003)

-5

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(1)  
1995

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## **The Motives Behind Attending Graduate Studies in Public Jordanian Universities As Seen By Graduate Students in the Academic Year 2002/2003**

*Bassam Al-Omari \**

### **ABSTRACT**

This study aims at knowing the motives behind attending graduate studies in public Jordanian universities in 2002-2003. The researcher developed a questionnaire of two parts:

One for personal information consisted of the independent variables, like gender, age, academic level, and university. The second part consisted of 25 items grouped in five dimensions, with five paragraphs for each dimension.

The sample of the study consisted of 500 randomly stratified selected students from Jordan, Yarmouk, and Mu'tah universities. The results showed no significant differences at ( $\alpha=0.05$ ) level between means in the psychological, cultural, scientific, economic, and social dimensions, attributed to sex, age or academic level.

The results showed that the motives behind attending graduate education in public Jordanian universities were in descending order:

1. Psychological motives.
2. Cultural motives.
3. Scientific motives.
4. Economic motives, and
5. Social motives.

This study has recommended undertaking further studies about different aspects of motives behind attending graduate education in private and public universities, and further comparative studies about motives behind attending university education in its various academic levels.

The study has also recommended undertaking studies about the matching between graduate studies outputs and the needs and requirements of the national economy.

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