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			+			+			+		
104	5	19	24	_	17	12	_	16	11	
121	3	15	38	_	12	28	_	8	17	
225	8	34	62	_	29	40	_	24	28	
225	**104**			**69**			**52**			

(%75) (1)
.   (+)   (5)
(52) (
: . (25) (27)
: -1 (10-6)
(4) (69) (+)
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(Gronbach Alpha)
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			:		
	0.48	4.63		1	1
	0.61	4.44		2	10
	0.63	4.14		3	2
	0.60	3.83		4	6
	0.57	3.80		5	8
	1.07	3.37		6	3
	1.01	3.12		7	11
	0.76	3.12		8	7
	0.89	2.63		9	5
	0.49	2.39		10	4
	0.45	2.15		11	12
	0.84	1.88		12	9
	0.19	**3.30**	:		

(3)

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			:		
	0.47	4.35		1	5
	0.46	4.32		2	4
	1.03	3.57		3	2
	0.72	2.57		4	1
	0.65	2.18		5	3
	0.25	**3.40**	:		

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(4)   (4.35)   (   )

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(4)   .(4.32) (

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(   )   (2.18)

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.   .(3.40)

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			:				
	0.71	4.14				1	8
	0.48	4.12				2	7
	0.53	4.08				3	4
	0.23	4.05				4	2
	0.74	3.81				5	9
	0.69	3.29				6	5
	1.05	3.28				7	1
	1.07	2.85				8	3
	0.89	2.66				9	6
	0.25	**3.60**		:			

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			:				
	0.49	4.54				1	1
	0.49	4.54				2	4
	0.43	4.08				3	5
	0.55	3.98				4	3
	0.35	3.87				5	6
	0.64	3.60				6	2
	0.32	**4.11**			:		

(6)

	0.32	4.11		1	4
	0.26	3.60		2	3
	0.25	3.40		3	2
	0.20	3.30		4	1
	0.26	**3.82**			

(3.29) (

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	( )	(121)	(104)		
0.69	0.39	3.28	3.29		1
0.96	0.04-	3.39	3.39		2
0.000	4.62	3.66	3.50		3
0.31	1.02-	4.12	4.08		4

(8)

	( )	(16)	(87)	+ (130)		
0.00	90.49	3.13	3.42	3.31		-1
0.00	34.03	3.29	3.34	3.60		-2
0.63	0.450	3.59	3.57	3.61		-3
0.00	77.44	4.18	4.24	3.74		-4

(9)

Tuky ( )

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			+	
3.31	0.18	0.11-		+
3.42	0.29		0.11	
3.12		0.29-	0.18-	

α 0.05. *

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(3.60). (4.08) (

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    (0.25)   (3.40) (
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            (0.20)   (0.32)   (4.11) (
                        .   .
                                                (3.60) (   )

(10)

Tuky (   )
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			+	
3.60	0.30	0.25		+
3.34	0.05		0.25-	
3.29		0.05-	0.30-	

.0.05 α   *

(11)

Tuky (   )
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			+	
3.61	0.02	0.04		+
3.57	0.02-		0.04-	
3.59		0.02	0.02-	

.0.05 α   *

(12)

Tuky (   )
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			+	
3.74	0.44-	0.50-		+
4.24	0.05		0.50	
4.18		0.05-	0.44	

.0.05 α   *

:
(0.5=α)

Tuky (   )

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.(0.31 = α)   (   )   :

= α) (   )   (+   )
                          .(0.00   .(11   10-6   5)
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.(+   )   (7)
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                                              = α)
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(13)

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		11	**10-6**	**5**		
0.000	45.44	3.21	3.16	3.42		-1
0.000	20.14	3.35	3.80	3.38		-2
0.000	12.28	3.65	3.33	3.54		-3
0.46	0.76	4.10	4.00	4.12		-4

                         .   ((8)
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                         .   .(0.00 = α)
              (10)   (0.00 = α)
(   )   (0.00 = α)
      +   )   = α)
+   )   (.   (0.63
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            .   (
              (11)   .   Tuky (   )
    (   )   (9)
(+   )   (   )
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            .   (   )   (

(14)

(%)			
18.5	42		-1
16.3	37		-2
15.4	35		-3
12.8	29		-4
11.5	26		-5
10.1	23		-6
8.4	19		-7
6.6	15		-8
%100	227		

(12) $(\alpha = 0.46)$.
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(12)
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6-10   11   .(
(13)   "   ) =
(42   (18,5)
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(13)   (= 37)
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$(\alpha = 0.00)$ " (
$(\alpha = 0.00)$ $(\alpha = 0.00)$.   (= 35)   (15.4).
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(   )   " (= 23)
(3.59)   (4)   " (10,1)
.   (0.25)   .(8,4)   " (= 19)
"
(9   2   4   7   8)
" (= 15)
0.48   0.71)   (3.81-4.14)   .(6.6)
(6   3   1   5)   .(0.74   0.23   0.53

1.07   1.05   0.69)   (2.66-3.29)   :
.(0.89
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(5)   (
(0.32)   (4.11)
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(6،3،5،4،1)   (   )
(3،87-4.54)   (2)
(3)   .(.,35 .,55 .,43 .,49 .,49)   (0.19)   (3.29)
(3,60)   .
.(0.64)   (8   6   2   10   1)
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0.61   0.48)   (3.80-4.63)
7   11   3)   .   (0.57   0.60   0.63
(5
1.07)   (2.63-3.37)
.   (9   12   4)   .(0.89   0.76   1.01
(1998)   -2.39)
.(84   0.45   0.49)   (1.88
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(4   5)
(4.32   4.35)
.   (1   2)   .(0.46   0.47)

.(0.72   1.03)   (2.57   3.57)
(3)
.(0.65)   (2.18)

$(\alpha = 0.00)$:
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The Attitudes of the Secondary Schools' Principals in Jordan toward Educational Research and its Outcomes

Monther Q. Shboul*

ABSTRACT

This paper aimed to expose the attitudes of the secondary schools' principals in Jordan toward educational research and its outcomes. Questionnaire had been distributed among a sample of two hundred and twenty-five (225) principals. A number of results were induced after establishing the medium and derivational averages.

First: There were no significant differences in the importance, methods, and merits of the research. But there were significant differences in the outcomes of the research regarding gender. Second: There were significant differences in the importance, methods, and merits. But there were no significant differences in the outcomes of the research regarding qualifications and administrative experience. Third: There were significant differences between those who obtained B.A./ (B.Sc.) and Higher Diploma and those who obtained Ph.D. Those differences were for the benefit of those Ph.D. holders. Finally, the research recommends that secondary school principals shall be acquainted with the educational research and encouraged by granting them financial and moral incentives. Moreover, principals shall attend persistently training courses on the methods of conducting research.

Keywords: The Educational Research, The Secondary Schools, Jordan.