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(24 18)

(221 230)

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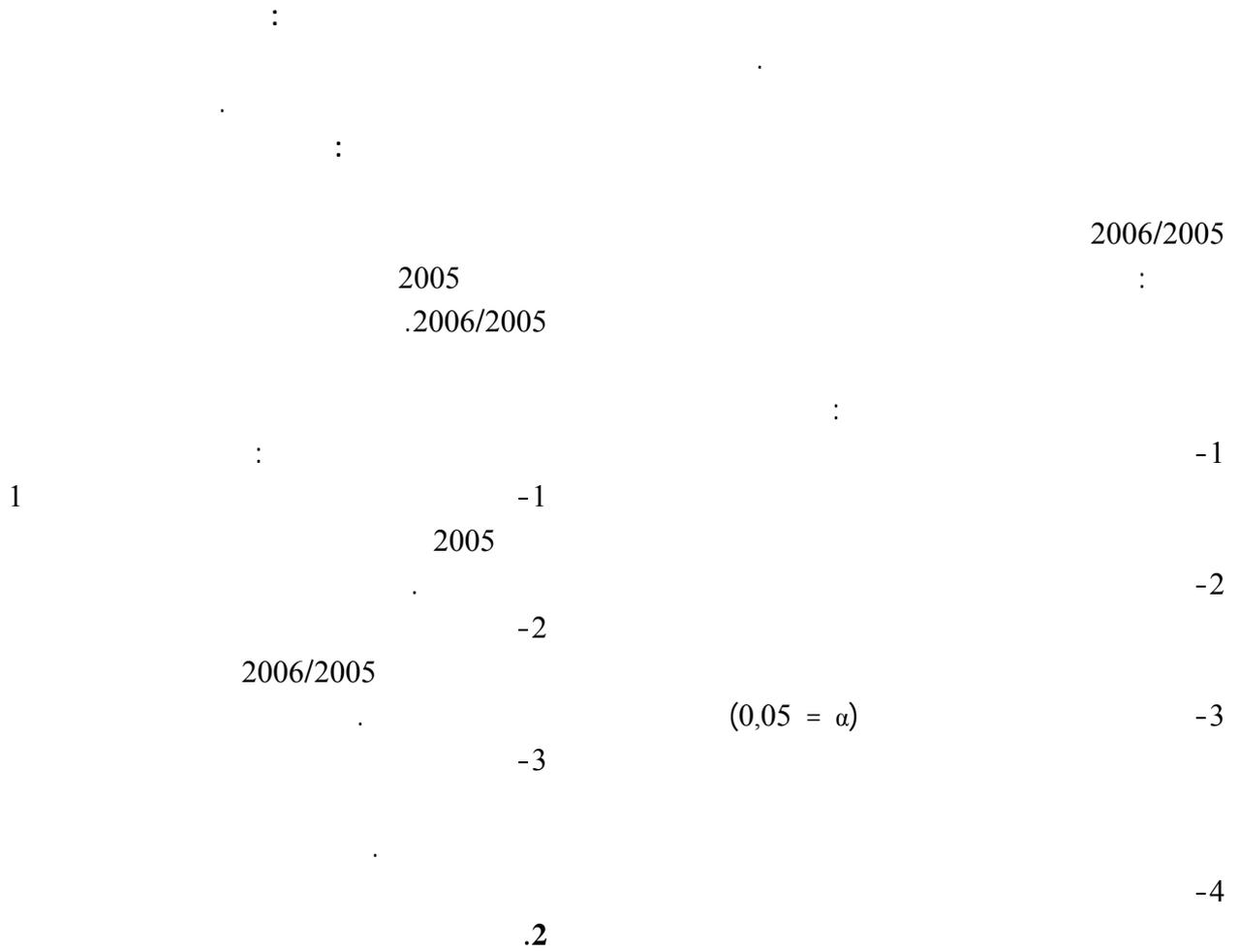
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.1

2007/1/31

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.2007/8/21



.3

(Bishop,1971)

.(2003)

.(1999)

.(1997)

.(1999)

.(2005) (1992)

.(David,1998)

.(1999)

(1995)

(Karamarski and Mizrachi, 2006) 99
 (43) .
 %70 %73
 : %71,9
 (1995)
 151
 (Karamarski and Gutman, (1995)
 .(Karamarski and Mizrachi, 2006) 2006) 58 8
 (1995) (2005)
 (2005) (2005)
 (198)
 .4
 :
 - (2005)
 .2005 1
 - 137
 :
 (223 228)
 (1)
 ((Karamarski and Gutman,
 2006)
 3
 18
 24

(1)

	10	10 - 5	5	
	21	15	13	1
	8	6	8	
	4	10	14	
	7	9	4	
119	40	40	39	
	22	4	14	1
	2	6	7	
	2	8	10	
	3	9	4	
111	29	47	35	
	34	11	12	1
	4	8	8	
	2	7	7	
	4	9	3	
109	44	35	30	
	21	15	18	1
	3	10	10	
	2	10	6	
	3	8	6	
112	29	43	40	

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.(

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35

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) (1999

) (2005

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(11 12 12)

.(1995

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" " 40

(" ") 18 -
 (1 2 3 4 5) 3 6
 24
 3 8

3
 11 12 12 -
 40 -

0,85
 α
 0,78 0,81 0,80 ()
 0,90 .(2)
 (2)

0,40
 0,20
 0,40 - 0,20
 .5

0,89	0,87	-1
0,92	0,90	-2
0,85	0,84	-3
0,84	0,83	

.(3) 0,93
 (3) 0,94

) %4,1 :
 " (" "
 (%3,7)
 (%1,5) ()

(3)

3,5	90	4,1	97	1
2,8	71	2,5	60	2
2,6	66	2,4	58	3
2	52	2,5	59	4
2,8	72	3	71	5
1,9	49	2,7	64	6
0,9	23	1,7	40	7
1,2	30	1,5	37	8
3,9	100	3,5	84	9
3 2	81	3,2	76	10
2	52	2,6	61	11
4,3	110	3,7	89	12
4,5	115	4,7	111	13
3,1	79	3,1	75	14
2,7	70	3,2	76	15
2,6	65	3,2	76	16
3,1	98	3,9	92	17
4,2	108	4	96	18
2,4	62	3	72	19
2,1	54	2,6	61	20
2	51	2,6	62	21
2,8	71	2,8	66	22
3,4	86	3,2	77	23
0,8	21	1,1	27	24
6,1	156	4,8	114	25
3,8	96	3,3	80	26
2	51	2,1	50	27
5,5	142	4,1	97	28
2,3	58	1,6	39	29
4	103	3	72	30
2,7	69	2,7	64	31
2,1	55	2,4	56	32
5,3	136	3,9	92	33
0,4	9	1	24	34
0,3	8	0,3	6	35

%0,3

%4,7

. ()
 (%4) ()
) %4,3 (.(%1,1) ()

()
 .(%0,9) %4,8

(4)

%33,4	%46,5	%23,6	%31	%29,5	%42,2	%28,1	
%37,4	%28,9	%50,9	%32,3	%36,4	%30,7	%37,8	
%29,2	%24,6	%25,5	%36,7	%34,1	%27,1	%43,1	

(5)

%31,1	%34,6	%37,4	%28,9	%34,6	%29,2	%25,4	%24,4	%33,4	
%34,4	%30,7	%35,1	%43	%27,6	%37,4	%32,8	%34,8	%34,8	
%34,5	%34,7	%27,5	%28,1	%37,8	%33,4	%42,4	%40,8	%31,8	

" " "

(%4,5)

"

.%0,8

"

%6,1

%0,3

%0,4

" "

%42,2

.(5)

(4)

%50,9

%29,2

%33,4

%37,4

" "

%46,5

(6)

0,73	4,26	0,50	4,23	1
0,78	4,00	0,76	4,14	2
0,73	4,05	0,72	4,03	3
0,70	3,52	0,66	3,87	4
0,87	4,10	0,66	4,20	5
0,92	3,77	0,83	4,04	6
1,03	3,52	0,96	3,43	7
1,04	3,18	0,99	3,32	8
0,95	3,80	0,86	3,72	9
0,97	3,73	0,74	3,87	10
0,93	3,39	0,95	3,61	11
1,08	0,63	1,02	4,05	12
0,77	4,22	0,66	4,56	13
0,89	3,97	0,76	4,20	14
0,77	4,23	0,77	4,11	15
0,67	3,96	0,71	3,83	16
0,98	3,44	0,90	3,73	17
1,01	3,66	0,87	3,75	18
0,86	3,77	0,93	3,70	19
0,79	3,55	0,87	3,61	20
0,78	3,96	0,88	3,96	21
0,60	3,74	0,80	3,82	22
0,74	3,86	0,86	4,00	23
1,17	3,52	1,12	3,25	24
1,00	4,20	0,94	4,30	25
0,72	3,90	0,80	4,14	26
0,79	3,76	0,85	4,05	27
0,81	4,07	0,71	3,99	28
0,99	3,52	1,00	3,62	29
0,75	3,65	0,89	3,72	30
0,90	3,59	0,97	3,60	31
0,91	3,68	1,05	3,64	32
0,82	3,88	0,87	3,69	33
1,05	3,21	0,97	2,86	34
0,66	4,39	0,64	4,41	35
0,45	3,79	0,42	3,86	

(6)

%34,5

.%31,1

%34,4

%37,4

()
%41

(7)

0,51	3,75	0,46	3,88	
0,44	3,82	0,49	3,88	
0,51	3,81	0,44	3,82	
0,45	3,79	0,42	3,86	

(8)

0,40	3,60	30	0,38	3,67	39	5	
0,41	4,15	35	0,30	3,84	40	10 - 5	
0,51	3,72	44	0,51	3,93	40	10	
0,50	3,82	109	0,42	3,81	119		
0,25	3,89	40	0,34	4,06	35	5	
0,47	3,71	43	0,46	3,82	47	10 - 5	
0,37	3,64	29	0,37	3,88	29	10	
0,39	3,76	112	0,41	3,91	111		
0,35	3,77	70	0,41	3,85	74	5	
0,49	3,91	78	0,39	3,83	87	10 - 5	
0,46	3,69	73	0,46	3,91	69	10	
0,45	3,79	221	0,42	3,86	230		

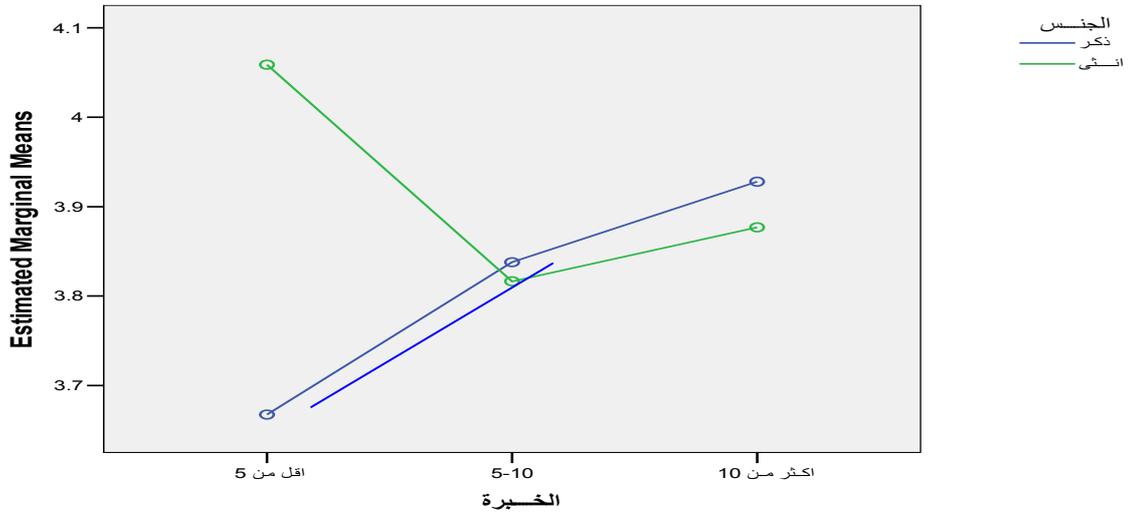
(4,56)

(2,86)

(6)

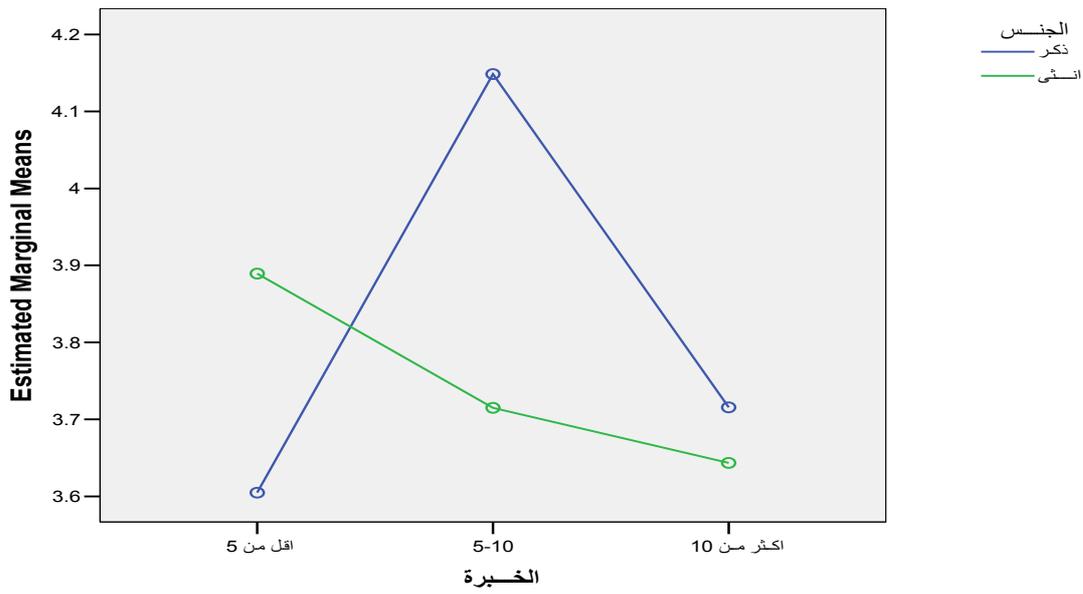
(6)

الاداة ككل Estimated Marginal Means of



(2)

الاداة ككل Estimated Marginal Means of



(2)

(3,18)

(4,39)

(9)

*0,049	3,923	0,636	1	0,636		
0,517	0,662	0,107	2	0,214		
*0,001	6,995	1,134	2	2,267	x	
		0,162	224	36,303		
0,192	1,711	0,293	1	0,293		
*0,001	7,399	1,266	2	2,532		
*0,000	13,702	2,344	2	4,688	x	
		0,171	215	36,781		

.(0,05 = α) *

(10)

0,095	0,14-	10 - 5	5
0,477	0,08	10	
0,095	0,14	5	10 - 5
0,003	*0,22	10	
0,477	0,80-	5	10
0,003	*0,22-	10	

.(0,05 = α) *

(0,05 = α) :

(7)

.(8)

(9)

(9)

10

10 - 5

.(1)

(1)

5

(11)

(1)	(1)	
(2)	(2)	
(3)	(3)	
(1)	(1)	
(2)	(2)	
(3)	(3)	

.(2)

(2)

5

(9)

.(10)

(10)

10 - 5

10 - 5

10

10 - 5

:

(9)

.(11)

(11)

(2	(1	(3			
		(3			
		-3			
	4,41 & 2,86				
	4,39 & 3,21				
()	-4	3,81		3,82
()		%34,5		
			%34,4		
	.6				
:					
		-1			-1
:			%4,8 & %0,3		
		-			
			%5,5 & %0,3		
		-			
		-			-2
		-	(1 :		
		-		(3	(2
		-2	(1		
				(3	(2
		-3			
			(2	(1 :	

1997

1993

2003

1992

1

2005

1995

1

2005

2

.2005

3

.2005

.92-60 (5)

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2

Self-Learning Skills in Mathematics Textbooks of the Higher Basic Stage in Jordan

*Ali M. Al-Zo'bi**

ABSTRACT

This study aimed at determining self-learning skills in mathematics textbooks of the 8th and 10th grades. This was done through analyzing its content and teacher's view points.

To carry out this objective the researcher constructed two instrument (content analysis, instrument questionnaire), their validity and reliability were checked. A sample of (18,24) teachers was chosen to analyze 8th and 10th books, another sample (230,221) teachers of 8th, 10th class was chosen to the analysis.

The study concluded the following:

- All self-learning skills were found in the two textbooks.
- Based on content analysis self-learning skills, in the 8th grades were mostly available, in the domain of activities, the examples and finally questions respectively. This result is the same of the teachers view points while the results of 10th was; questions, then activities and finally examples.
- There were statistical significant differences ($\alpha \leq 0.05$) due to experience in the 8th class, and there were statistical differences ($\alpha \leq 0.05$) due to the interaction between gender and experience in the 8th and 10th classes.

Keywords: Content Analysis, Math Content Analysis, Self-Learning Skills.

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