

*

1034
.2006/2005

(%2)

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-

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%78
%0.9

%21

.2008/3/24

2007/9/6

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/

(G21 World Forum, 1999)

(Tweed, 2008)

(Central Intelligence agency, 2006)

%50

(Raloff, 2008)

(Akimoto, 2003)

(Cross, Price, Zatsepin and Garrilenko,

.1996)

- -

- -

(1998)

(1990 2003)

(Myers, Boyes

2000) and Stanistreet,

..(Tweed, 2008) (Meheut, Saltiel and Tiberghien, 1985)
(Stavy, Eisen and Yaakobi,
1987)
-15) (18

.(Liou, 1993 1994)

(15000)
(16)
(3-2)

(Myers, Boyes
and Stanisstreet, 1999; Thornber, Stanisstreet and Boyes,
.1999)

-(-
.(Hill, 1997)

.(Czubaj,2002)

(Boyes and Stanisstreet, 1993)

-1

-2

1952

4000

-3

-4

(Central Intelligence Agency, 2006)

(Blume, 1987)

15

2.5

1.5

- 1

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(Smog)

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- 3

- 4

4000
% 84

1952

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- 5

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.2

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		.4
		.5
(Boyes and Stanistreet, 2001; Czubaj, 2002; Akimoto, 2003; Myers, Boyes and stanistreet, 2004)		.6

	:	-
	:	-
.1		-
.2		-
.3		-
.4		
.5		
.6		

(Bartusevica, Dagnija and Rudite, 2004)

(Lorenzini and Nali, 2004)

(Hillman, Stanistreet

and Boyes, 1996)

(Myers,

Boyes and Stanisstreet, 2004)

1000

%65

(%45) (Korfitas, Stamou and

Paraskevopoulos, 2003)

(%67)

al., 2007) (Sharon and Wright, 2006)

:

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-

-

-

(Farmer, Knapp and

Benton, 2007)

(Vlaardingerbroek and Taylor,

2007)

(Fernandez- Manzanal, Rodriguez –

Barriero and Carrasquer, 2007)

(Naughton,

schreck and Heikkinen, 2008)

(Shepardson et

d

1034

(Boyes and Stanisstreet, 1997;
Bonnott and Williams, 1998; Scott and Oulton, 1998;
) Shin, 2000; Mendel et al. 2002;
(2003

1100

1034

(1)

(1)

217	115	102	/
120	66	54	/
172	88	84	
80	44	36	
140	75	65	
121	62	59	
102	54	48	
82	43	39	
1034	547	487	

(Myers, (2003 2003)
Boyes and Stanistreet, 1999, Boyes and Stanistreet, 2001;
Lorenzini and Nali, 2004; Myers, Boyes and Stanistreet,
2004)

-1
-2

-3
-4

-5

-6
-7

(145)

%95

(%2 - 1)

:

(2)

(2)

:

(2)

(%)		
25		1
20		2
15		3
2.5		4
0.5		5
5		6
32		7

(3)

(%)		
65		1
25		2
10		3

(4)

(4)

76	93		1
18	4		2
6	3		3

(3)

(3)

(5)

(5)

15		1
14		2
7		3
3		4
61		5

(6)

40		1
12		2
12		3
10		4
8		5
5		6
5		7
4	(CC14)	8
1		9
0.5		10
2.5		11

(6)

(%30)

:

:

: (%15)

(CCl4)

(%2)

(%6)

(%8)

:

:

(7)

20		1
10		2
4		3
8		4
1		5
57		6

:

.(7)

:

(8)

(8)

23		1
15		2
8		3
5		4
1		5
1		6
1		7
46		8

- (%15) .

- :

. (%1)

. :

. :

. (%8)

- :

. (%2)

- :

- :

. (%8)

. (%5)

. (%8)

(%23)

(%6- 4)

%0.03

%40

(Lorenzini and Nali, 2004)

(%23)

(CFCs)

(CFCs)

(Hillman, Stanisstreet and

Boyes, 1996)

(Korfitas et al., 2003)

(Ali, 1991)

-1

-2

-3

-4

-5

(Myers, Boyes and Stanistreet, 2000; Boyes and Stanistreet, 2001, Tweed, 2008; Naughton, Schreck and Heikkinen, 2008)

-6

(1)1 .

1994

1998

.14-5

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2003

.2263-2227 (4)19
2003

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Jordanian Basic Stage Students' Perceptions about Air Pollution Problem and its Environmental Effects

*Imfadi Abu-Hola**

ABSTRACT

This study aimed at investigating Jordanian basic stage students' perceptions about air pollution problem and to explore their knowledge about this problem and its related health problems. The aim was also to assess Jordanian people behaviors towards this problem. The study sample consisted of 1034 students from eight Jordanian Governorates during the scholastic year 2005/2006. An open questionnaire was used. The study results revealed the following:

- Students' answers about air pollution resources were clear and precise, although about 2% of the sample has no knowledge about this issue at all.
- Students awareness about health problems resulted from air pollution problem was so developed where many diseases related with air pollution were stated by students such as asthma, bronchitis, and other allergy problems.
- Students assessed Jordanian people behaviors towards air pollution and other environmental problem as a negative one, as people act only during anniversaries which is not the goal.

The study recommended that an integrated and powerful role between schools and mass media should be enforced to reduce or stop the effects of air pollution and other environmental problems.

Keywords: Air Pollution, Jordanian Basic Students, Students' Perceptions, Health Problems, Individuals' Behavior Assessment.

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