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(71) (156) (188) (%83)

(0.86) (0.94)

(T-Test) (Anova)

(% 92- %70.4)

(a=0.05)

(1997 1992)

(1982)

.2011/9/5

2010/3/29

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(1993)

(Berry Barnett)

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(Crippen Carolyn)

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(r.williams)

(2009) Doorways

(2011) (Barady Laurie)

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(1995) *

(318)

(159)

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(prince)
(64)

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1995 "Valient " "Cruz " *

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(40)

(16-12)

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(398)
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(1990)

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(())

2000

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"Sullivan " "Tsangaridou " 1997

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(1985)

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(156) : *

(94) (%83)

(62) (32) :

(62)

(36) (26)

: (2) : .1

(156)

%100 : .2

: (3)

: .4

:

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(1996) (1995) (1987) : (188)

(1996)

-

(14) : (1) (1999)

(1)

%16	---	30	
%17	16	16	
%8	5	10	
%17	16	16	
%17	16	16	
%8,5	8	8	
%8,5	8	8	
%8	5	10	
%100	188		

: .3

(2)

%88	12	16		%80	5	7	
%75	12	12		%93	5	9	
%75	12	12		%100	8	8	
%73	---	22		%100	8	8	
					156		

(3)

%60.3	94		•
% 39.3	62		•
% 37.2	58		•
%62.8	98		•
%89.7	140		•
%10.3	16		•
----	----		•
%16.7	26		*
%25	39		*
%7.7	12		*
%50.6	79		*
%9	14	(200)	•
%72.4	113	(350-200)	•
%18.6	29	(350)	•

: (5) () -
 (5) ()
 (4)
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: : . (2)
(1)

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%80
%80 %60
(6) %60 %50
%50 %25
%25

(6)

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%2 86	4,31		1	3
%6 85	28 4		2	5
%84	20 4		3	2
%4 81	07 4		4	6
%2 78	91 3		5	1
%66	30 3		6	4
%2 80	01 4			

(14)

%70

(75)

(71)

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"Kranbach Alpha

"

(30)

(6)

(%94)

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(%2 86 -%66)

(156)

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85 %2 86)

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T-test ()

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%2 78 %4 81 %84 %6 85 %2 86)

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-%80)

(60 4-30 4)
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76-%4 70)

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11 12)

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(7)

()

(60 4)

(%92)

()
(%2 88)

(41 4)

%92	60 4	
%2 88	41 4	
%86	30 4	
%80	00 4	
%2 76	81 3	
%76	80 3	
%6 75	78 3	
%6 73	68 3	
%8 71	59 3	
%2 71	56 3	
%4 70	52 3	
%2 78	91 3	

(7)

(60 4-52 3)

(%92-%4 70)

)

(

89) (47 4) (%4

· : :

) (46 4) ((8) (%2 89)

() (%76) (80 3)

: :

(9)

%92	47 4	
%2 88	46 4	
%4 89	43 4	
%2 89	35 4	
%6 88	34 4	
%87	33 4	
%6 86	19 4	
%8 83	17 4	
%4 83	17 4	
%8 81	09 4	
%8 80	04 4	
%4 80	02 4	
%4 77	87 3	
%76	80 3	
%84	20 4	

(8)

(4.47-3.80)

(%89.4-%76)

)

·(

()

77) (80 3-87 3)

(%76-%4

(%84)

(20 4)

: (9)

)

%91	55 4	
%8 88	44 4	
%6 88	43 4	
%8 88	43 4	
%4 87	37 4	
%6 86	33 4	
%8 85	29 4	
%8 85	29 4	
%4 84	22 4	
%4 84	22 4	
%84	20 4	
%80	00 4	
%2 86	31 4	

(10) : : (%91-%80) (4,55-4,00)

%4 87	37 4	
%2 85	26 4	
%2 83	16 4	
%6 81	08 4	
%80	00 4	
%8 78	94 3	
%4 78	92 3	
%2 77	86 3	
%6 74	73 3	
%66	30 3	

(31 4)

(%2 86)

(10)
(37 4-73 3)
(%4 87-%6 74)

)

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(00 4)

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(%80)

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(30

(%91)

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(37 4)

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.(1983)

() ()
 (40 4) (%2 85) (26 4)
 (%88)
 .(%88) (38 4)

())
 (%80) (00 4)
 (73 3)
 (%6 74)

(11)

%88	40 4	
%88	40 4	
%88	38 4	
%6 87	38 4	
%6 87	36 4	
%2 87	36 4	
%2 87	32 4	
%4 86	27 4	
%2 85	26 4	
%8 84	24 4	
%84.2	4.21	
%83.8	4.19	
%82.6	4.13	
%80	4.00	
%85.6	4.28	

: :
 (11)
 (40 4-00 4)
 (%88-%80)
)
 .(
 .(%6 85) (28 4)

(1984)

(%8 84) (24 4) :

(12)

()

(%6 73) (68 3)

%6 85	28 4	
%8 84	24 4	
%4 83	17 4	
%2 83	16 4	
%83	15 4	
%2 81	06 4	
%8 80	04 4	
%2 80	01 4	
%2 80	01 4	
%8 79	99 3	
%6 73	68 3	
%81.4	4.07	

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):

()

(ANOVA)

(T-test)

(12)

(14 15 16 17 18)

(28 4-68 3)

(%6 85-%6 73)

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() (13)

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(0.99) (0.25) :

(1.52)

(1.06)

(1.05)

(

()

(0.68)

73 %8 79)

()

(68 3) (99 3)

(96 1)

(%6

(07 4)

.(%4 81)

()

(%6 85)

(28 4)

(1996)

(1990)

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()

()	()					
80 0	25 0	57 0	93 3	51 0	90 3	
33 0	99 0	62 0	27 4	79 0	15 4	
29 0	05 1	60 0	25 4	58 0	35 4	
29 0	06 1	61 0	24 3	56 0	34 3	
13 0	52 1	62 0	19 4	55 0	34 4	
50 0	68 0	62 0	03 4	070 0	10 4	

:

() (14)

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(0.4) (0.57) (0.24)
 (0.80) (0.01) (0.71)
 (96 1) ()

) ()

:

() (11 2 49 2)
 (96 1)
 (a=05 0)

(14)

()

()	()					
24 0	19 1	51 0	95 3	55 0	85 3	
57 0	57 0	80 0	17 4	60 0	24 4	
*04 0	11 2	53 0	39 4	65 0	19 4	
71 0	37 0	57 0	31 3	61 0	28 3	
*01 0	49 2	58 0	37 4	56 0	13 4	
80 0	26 0	67 0	10 4	67 0	10 4	

() (17)

(1.67) (0.40) (42 8)

(3.34) (2.24)

3) () (1.55)

(08

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) () :

(42 8 34 3) ((1.70) (1.22) (0.86)

(08 3) () (0.08) (1.24)

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()

()	()					
39 0	86 0	78 0	02 4	49 0	90 3	
23 0	22 1	14 1	00 4	67 0	22 4	
10 0	70 1	86 0	08 4	55 0	34 4	
22 0	24 1	87 0	13 3	54 0	32 3	
94 0	08 0	64 0	30 4	58 0	28 4	
27 0	10 1	90 0	90 3	63 0	10 4	

(16)

0.000*	42 8	48 0	09 4	37 0	92 3	48 0	78 3	60 0	57 3
76 0	40 0	85 0	17 4	52 0	38 4	47 0	23 4	74 0	12 4
18 0	67 1	53 0	39 4	76 0	24 4	51 0	31 4	75 0	11 4
09 0	24 2	57 0	34 3	53 0	48 3	47 0	34 3	73 0	05 3
02 0*	34 3	54 0	38 4	53 0	43 4	57 0	22 4	68 0	99 3
02 0	55 1	65 0	11 4	61 0	26 4	59 0	10 4	80 0	83 3

.(05 0 =a)

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() (17)

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(2.60) (0.97) (0.78)

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46 0	78 0	56 0	94 3	50 0	92 3	70 0	75 3
38 0	97 0	55 0	26 4	73 0	21 4	96 0	94 3
08 0	60 2	48 0	37 4	55 0	34 4	95 0	98 3
12 0	18 2	48 0	34 4	55 0	33 3	93 0	00 3
66 0	41 0	66 0	20 4	55 0	29 4	71 0	36 4
80 0	23 0	65 0	14 4	63 0	06 4	10 0	01 4

.(%92-70.4)

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Educational Values for National Teams Players In Jordan

*Ismat El-Kurdi - Abdalla Al-Makhadmeh **

ABSTRACT

The purpose of the study was to identify the educational values among Jordanian National Team Players from their own respective to find the differences between educational values according to gender, kind of the game, ecology, culture level, and family income. The study composed of (156) (M=94, F=62) national players representing the following sports, Football, Basketball, Volleyball, Table Tennis, Handball, Fencing, Karate, and Taekwondo. The questionnaire consisted of (71) educational values items in which they were divided into six dimensions: (knowledge values, political values, esthetic values, economic values, ethical values and social values).

The researcher used means (percentage) and standard deviation to answer the first question, and analysis of variance, (ANOVA) and also used (T- TEST) for the variables of the six dimensions. The results showed that the educational values dimensions available of the following series (esthetic values, ethical values, political values, social values, knowledge values and economical values). There are difference, according to the statically indication in players response to single or team game in the following values (esthetic values and ethic values) increased in popular games. There are differences in statically identifications in players response related to cultural level in the values of (knowledge values and ethical values) in favor of players with attending university. It is recommended the necessity of supporting the national team players, primarily knowledge, ethic values and esthetic values also recommends for periodic culture seminar for the national games players to concentrate on the educational values and its necessity in forming individual behavior.

Keywords: Educationa Values, Jordanian National, Team Players, Single Teams Games, Groupe Teams Games.

* Faculty of Educational Sciences, University of Jordan. Received on 29/3/2010 and Accepted for Publication on 5/9/2011.