

*

(32 68)

100

300

%33.3

“SPSS”

4

7

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38

6

10

5

6

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.(1999

" "

)

.(1999

1980 "

"

)

(1992

)

.2011/10/3

2009/12/24

*

/

:
Responsibility:

(1980)
) (1990) Stanger
" " (1999

(1999) "
(1992) " " Rockeach

(1995) .) (1991 Green
Honesty : " (199
(1999) ."

(1991) .
Social :

(1995) .
Beauty :

(1989) .
Competition :

.1

.2

(Bellar Jennifer,2002) .(- (1989) .
Cooperation :

(2005) -) (1989) .
Educational Value :
 (11) (176)

"
 " (2006) - (1996) -
 "
 (355)
 "

250

2006-2005

(Mar Wanna,1997) -

(40) (62)
 :
 : (26-17)

)

- - -) (300)
 ()
 :
 :
 (7)
 (4) : ()
 (10) : (100)
 (6) : 33.3 (1)
 (5) : (1)
 (6) : (100=)

68	68		
32	32		
100	100		
23	23		
38	38		
27	27		
12	12		
100	100		

2009 - 2008

113

100

Content validity :

Logical validity

Validity by definition

- Responsibility -1
- Honesty -2
- Sociability -3
- Beauty -4
- Cooperation -5
- Competition -6

(38)

Construct Validity

- 2

(3) (8-3) (2)
 " " (2)
 .(0.05) 0.515- 1.663-
 3±

(2)

(100=)

0.515-	0.396	3.127		1
0.901-	0.473	3.355		2
1.663-	0.431	2.924		3
1.635-	0.577	3.358		4
0.987-	0.500	2.926		5
1.516-	0.474	3.307		6

(3)

()

" "			
0.771			1
0.815			2
0.749			3
0.690			4
0.769			5
0.876			6
0.812			7

0.205 = 0.05

()

(4)

()

" "			
0.892			1
0.865			2
0.811			3
0.877			4

0.205 = 0.05

()

(6) (4)
 .(0.05) " " .(0.05) " "
 (7) (5)
 .(0.05) " " .(0.05) "

(5)
 ()

" "		
0.801		1
0.755		2
0.610		3
0.842		4
0.623		5
0.649		6
0.623		7
0.741		8
0.753		9
0.735		10

0.205 = 0.05 ()

(6)
 ()

" "		
0.826		1
0.879		2
0.710		3
0.701		4
0.820		5
0.868		6

0.205 = 0.05 ()

(7)
 ()

" "		
0.798		1
0.764		2
0.825		3
0.832		4
0.769		5

0.205 = 0.05 ()

(8)

()

" "		
0.851		1
0.846		2
0.811		3
0.827		4
0.821		5
0.870		6

0.205 = 0.05 ()

0.05 : (9) " " .(0.05) (8) " " **Discriminate Validity** -3

(9)

(9)

" "

15.517	0.152	3.593	0.278	2.645		1
15.620	0.127	3.880	0.354	2.750		2
9.192	0.168	3.330	0.449	2.481		3
11.224	0.090	3.883	0.579	2.617		4
12.024	0.214	3.459	0.441	2.326		5
11.991	0.117	3.753	0.445	2.691		6

2.000 = 0.05 " "

0.05

:
:
:
-1 (10) Internal Consistency ()
-2
-3 (10)

(6) (38) -4

-2

-5

:

" "

-6

.1

(10)

.2

0.768	7	1
0.815	4	2
0.866	10	3
0.837	6	4
0.798	5	5
0.844	6	6

.3

0.205 =0.05

" "

.4

-1

1994

1999

"

"

1999

1996

1999

1995

-

1989

-

2005

2006

1991

-

19 18

1992

190

2001

-
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Constructing a Scale to Evaluate the Educational (Values for the Students who Practice Sport Activities in the University of Jordan

*Nihad Battikh **

ABSTRACT

The purpose of the current study was to construct a scale to evaluate the educational values for the students who practice sports activities in the University of Jordan. The descriptive approach was used.

The study sample consisted of 100 students representing 33.3% of the population (approx 300 students) (68 males and 32 females) representing the different faculties at the university and practicing different sports activities such as foot ball, basketball, table tennis, squash.

Data were analyzed using spss software: Means, standard deviations, skewness, person correlation, alpha cronbach, and test were used. The final form of the scale consisted of 38 items desirability over six dimensions (responsibility 7 items, Honesty 4 items, Beauty 6 items, cooperation 5 items and competition 6 items sociability 10 items). The researcher concluded that the scale has a high validity and that the University of Jordan who practice sports activities have a high educational values (as appeared by the means). It was recommended to use the scale in the other universities and to develop and modify the scale by future studies to evaluate the educational values for the non-practicing sports activities students.

Keywords: A Scale, Educational Value, Sporting Activities.

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