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(724)
(2069)
2007/2006

(30)

:

Roceach

.1

.(Roceach, 1972)

: (Alport)

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(1995)

2007/8/15

.2007/12/13

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.(2003)

.(1986)

.(1986)

(Kohlberg, 1977)

.(1986)

.2

.(2004)

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.5

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.3

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:

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(1991)

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(1080)

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.1

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(%76)

.2

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(%50)

.3

(%40)

(%60)

.4

(%35-30)

(%86.74)

(0.005)

(1998)

:

(2003)

:

(97)

:

(1866)

(303)

:

-2.11)

:

(%76.3-%70)

(2.29

:

(2002)

:

-1.80)

(%68-%60)

(2.05

:

(710)

:

(1.79 -1.40)

(%59.6-%46.6)

:

(Dynneson, 1992)

California

Minnesota

Arkansas

Texas

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:

(Joseph, 1980)

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:

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(Wang, 1996)

(Kabiru, 1990)

(756)

(62)

(21)

:

(Segnatelli, 1997)

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:

: *

(Allport)

:

Maryland

:

141

141

Glen Burnie High School

.(2003)

:

(Ormond, 2004)

: *

(3)

.4

(2)

	3.5
3.5	-3
	3

2007/2006

(2069)

(%35)

(1)

(724)

(1)

)

(

%			
%41.57	301		
%58.43	423		
%54.42	394		
%45.58	330		
%38.53	279		
%31.22	226		
%17.27	125		
%12.98	94		
%100	724		

(Test -Retest)

(30)

(0.85)

(30)

(9)

(6)

(10)

(5)

(2)

(3.73) .5

(3.98) (0.96)

"

(3.50) "

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(4)

.6

(4)

(0.97)

(3.96)

(4.11)

"

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(3.75)

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(3)

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(5)

(3)

(3)

	1	0.93	3.98		4
	2	0.97	3.93		1
	3	0.95	3.88		7
	4	0.96	3.78		9
	5	0.91	3.74		5
	6	0.89	3.65		2
	7	0.87	3.55		8

	8	0.87	3.52		6
	9	0.84	3.50		3
		0.96	3.73		

(4)

	1	1.16	4.11		4
	2	0.90	4.08		1
	3	0.89	4.01		2
	4	0.88	4.00		5
	5	0.96	3.83		3
	6	1.02	3.75		6
		0.97	3.96		

(5)

	1	0.96	3.93		10
	2	0.94	3.90		7
	3	0.88	3.81		1
	4	0.95	3.73		3
	5	0.93	3.71		6
	6	0.88	3.69		2
	7	0.92	3.65		8
	8	0.96	3.64		5
	9	0.81	3.59		4
	10	0.79	3.55		9
		1.02	3.72		

...

(5)

(3.72)

(3.93) (1.02)

:

(3.55) "

()

(0.05= α)

() (6)

(7)

(7)

(0.05 = α) (6)

() (0.91) (3.66)

(0.05= α) " (3.85)

(3.45) "

()

(8) :

(6)

	1	0.94	3.85		5
	2	0.96	3.74		2
	3	0.91	3.68		1
	4	0.88	3.56		4
	5	0.93	3.45		3
		0.91	3.66		

(7) ()

	- t-value					
0.843	0.20	0.61	3.87	0.61	3.86	
0.890	0.14-	0.57	3.94	0.60	3.91	
0.673	0.42-	0.42	4.42	0.48	4.38	
0.102	1.64-	0.40	4.63	0.52	4.53	
0.646	0.46-	0.39	4.22	0.46	4.17	

.05 ≥ α *

(8) ()

	- t-value					
*0.000	3.64	0.85	3.32	0.77	3.45	
*0.002	3.08	0.68	3.42	0.73	3.58	
*0.000	1.28	0.62	3.64	0.64	3.71	
*0.001	3.28	0.62	3.67	0.63	3.81	
*0.007	2.71	0.54	3.55	0.56	3.65	

.05 ≥ α *

()

(8)

(0.05 = α)

(9)

(9)

1.28 3.08 3.64 ()

2.71 3.28

()

(0.05 = α)

(10)

(10)

(0.05 = α)

...

(0.05 = α)

() () () ()

(3.66) (3.73) (11)
 .(3.45) (3.50) (11)

(9)

0.727	3.79	0.531	3.70	0.553	3.52	0.79	3.40	
0.592	3.59	0.662	3.56	0.646	3.49	0.98	3.45	
0.572	3.53	0.558	3.48	0.545	3.45	0.83	3.41	
0.762	3.67	0.583	3.61	0.639	3.51	0.93	3.42	
0.663	3.65	0.584	3.59	0.596	3.49	0.880	3.42	

(10)

	() F					
*0.016	3.055	26.800 8.772	4 2152 2129	107.2 18640.0 18747.2		
*0.013	1.199	9.489 7.912	4 2125 2129	38.0 16813.4 16851.4		
*0.046	2.430	32.585 13.407	4 2125 2129	130.0 28489.8 28620.2		
*0.005	1.483	38.944 26.259	4 2125 2129	155.8 55801.3 55957.1		
*0.02	2.04	107.818 56.347	4 2125 2129	431 119744.5 120175.9		

.05 \geq α *

(11)

(Scheffe)

3.58	3.74	3.56	3.42			
*1.01	*0.93	*0.87		3.42		
0.14	0.06			3.56		
0.08				3.74		
				3.58		
3.66	3.61	3.49	3.51			
*0.57	*0.49	*0.53		3.51		
0.04	0.04			3.49		
0.08				3.61		
				3.66		
3.59	3.53	3.45	3.41			
*1.00	*1.05	*1.07		3.41		
0.07	0.02			3.45		
0.05				3.53		
				3.59		
3.81	3.77	3.51	3.46			
*0.70	*0.58	*0.63		3.46		
0.07	0.05			3.51		
0.12				3.77		
				3.81		
3.73	3.66	3.50	3.45			
*0.57	*0.56	*0.47		3.45		
0.09	0.10			3.50		
0.01				3.66		
				3.73		

.05 ≥ α

*

(3.73)

:

:

(3.96)

(3.72)

.(3.66)

(2002)
Dynneson,) (Kabiru, 1990) (Joseph, 1980) (2003)
. (Ormond, 2004) (Segnatelli, 1997) (1992

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(0.05= α)

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.(2002)
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(0.05= α)

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(2003) (1991)

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(2003)

(2002)

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(0.05= α)

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(0.05= α)

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The University Of Jordan Students' Inclination towards NATIONAL EDUCATION Course and Its Reflection on the Understanding of Many of Its Meanings

*Mohammad S. Alzboon**

ABSTRACT

The study aims at finding out the University of Jordan students' inclination towards NATIONAL EDUCATION course and its reflection on the understanding of many of its meanings. To answer the questions of this study, a sample has been chosen at random, consisting of (724) male and female students from four government and private universities. The sample study consisted of (2069) male and female students studying the course, from the first up to the end of the fourth year of their study during the summer session of the year 2006/2007. To gauge the information, a special measuring tool has been devised consisting of (30) paragraphs. The results of the study showed that the inclination towards National Education course is high in all scopes of study, which are: The inclination towards the importance of the material, the drive towards the course as an educational source of study, the drive towards education and theoretical knowledge of the course and the inclination towards careers and specializations related to the course.

The results further showed no statistical indication for the gender variable, while it showed differences of statistical indications for the specialization and the year of study. Consequently, the researcher presented a number of recommendations that he hoped would benefit the planners of the educational policies and curriculums at the University of Jordan for improving the positive outlook towards National Education and the reflections of such material on the students' connotation.

Keywords: Attitudes, National Education.

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