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32

216

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(Rupp and Vadanovich, 1997) (Gana, Deletang and Metais, 2000)

(Small et al.,1996)

(Kanevski and Keighley, 2003)

(Sommers and Vdanovich, (Gana, Trouillet, Martin and Toffart, 2001) 2000)

(Gana, Trouillet (Gana Deletang and Metais, Martin and Toffart, 2001) 2000)

(Buck, 1992) (Farmer and Sundberg, 1986) (Bargdill, 2000)

(Rupp and Vodanovich, 1997) (Kelly and Markos, 2001)

(Caldwell et al., 1999)

2006/12/18

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464

.3

(Vandewiele, 1980)
694

.(Curriculum Review, 1998)

(%20.1) (%29.6) :
(%14.5)

(%12.1) (%12.3)
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.2

(%20.1) : (2000)
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(Ahmed, 1990)

154

(1997)

(Smith et al., 1996)

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(Sommers and
200

Vodanovich, 2000)

(Watt and

Vodanovich, 1999)

(Bargdill, 2000)

(Boredom Proneness scale)

(Farmer and Sundberge, 1986)

32

(Goldberg, 1999)

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(3) (4) (5) :
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- (3.49-2.50) - (5-3.5) -
(2.49-1)

(Rupp and Vodanovich, 1996)

293

(Kelly and Markos, 2001)

157

%80

32

36

(Kanevski and

Keighley, 2003)

42

%81

%79

%74

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(1)

216	24		
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*214	97	3-0)	
		(
215	167		*
	48		
**215	67		
	75		
	73		

3.49

(2)

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(5-3.5)

(3.87) (3.90) (4.31) :

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(2)

4.52	0.82		1
4.46	3.54		2
4.44	3.78		3
4.41	0.88		4
4.37	1.01		5
4.31	0.99		6
4.29	2.86		7
4.29	0.81		8
4.29	1.08		9
4.24	0.84		10
4.19	0.99		11
4.19	0.91		12
4.17	1.10		13
4.15	1.15		14
4.11	3.56		15
4.00	1.00		16
3.97	1097		17
3.94	1.11		18
3.94	3.87		19
3.88	1.02		20
3.85	1.12		21
3.81	1.13		22
3.79	1.10		23
3.78	1.07		24
3.75	1.12		25
3.70	1.11		26
3.67	1.15		27
3.65	1.19		28
3.65	1.27		29
3.46	1.25		30
3.30	1.31		31
3.22	1.33		32

(3)

0.55	4.31	8	
0.83	3.90	13	
0.72	3.87	11	
0.55	4.00	32	

(4)

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0.273	1.100-	15.49	48.49	24		
		10.15	51.04	192		
0.846	0.194-	6.42	42.25	24		
		8.11	42.58	192		
0.002	3.122-	5.60	31.92	24		
		4.09	34.81	192		
0.007	2.723	8.58	48.55	97		
		12.25	52.56	117		
0.010	2.587	6.66	40.99	97		
		8.71	43.78	119		
0.438	0.778-	4.07	34.73	97		
		4.61	34.27	117		
0.635	0.475-	10.44	50.51	167		
		12.27	51.35	48		
0.871	0.163-	8.06	42.54	167		
		7.46	42.33	48		
0.412	823-	4.46	34.33	167		
		4.11	34.92	48		

(5)

0.264	1.338	157.812	2	315.625		
		117.916	212	24998.263		
			214	25313.888		
0.770	0.262	16.644	2	33.287		
		63.492	212	13460.201		
			214	13493.488		
0.970	0.031	0.589	2	1.179		
		19.238	212	4078.375		
			214	4079.553		

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The Degree of Boredom Proneness of The Hashemite University Class Teachers Specialists and its Relation with Some Variables

*Yazid I. Al-Surti**

ABSTRACT

The aim of this study was to explore the degree of boredom proneness of the students majoring in Class Teacher Program at the Hashemite University in Jordan and its relation with sex, rate of absence, admission type and university year.

To achieve the aim of the study, the researcher prepared a 32-item questionnaire whose validity and reliability have been proven. A stratified and random sample, that consisted of 216 students, was chosen , and a (t) test, in addition to, ANOVA were used.

The results showed that the degree of boredom proneness of the sample was high. The sources of boredom were evaluation methods, then the methods of instruction and finally the content of the curricula. Also, the results revealed that there were no statistically significant differences in the degree of the sample's boredom proneness due to admission type and university year, but there were significant differences due to sex and absence rate.

Keywords: Academic Boredom, Class Teacher, The Hashemite University.

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