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(57)

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(Ebbeck et al, 2000)

(Terry, 1996)

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(Christodoulos et al.,				/	
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	(2006)		/		
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(Matthy and Lantz,

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(Pearman et

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32.4	57		
67.6	119		
100	176		
44.3	78		
38.1	67		
13.1	23		
4.5	8		
100	176		
10.23	18		
50.0	88		
39.77	70		
100	176		

.(1987)

54

.(1987) .

(5-1)

(2006)

(Matthy and Lantz, (2005) (2005)

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(2.5)

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8	19,39,49	11,17,20,25,29	
11	6,27,36	4,10,15,18,23,32,40,47	
9	1,13,22,38	7,28,42,50,53	
9	-----	3,8,14,30,33,35,41,45,48	
9	31,54	12,16,16,26,37,44,51	
8	5,24,46,52	2,9,34,43	
54	16	38	

" "

(LSD)

(3)

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(3)

0.118	1.56	70.20	0.44	3.51	68.80	0.48	3.44	

0.090	1.70	75.60	0.38	3.78	74.00	0.42	3.70	
0.911	0.11	67.00	0.42	3.35	67.00	0.48	3.35	
0.108	1.61	70.60	0.57	3.53	68.60	0.57	3.43	
0.729	0.38	70.40	0.48	3.52	70.00	0.45	3.50	
0.779	0.28	66.80	0.49	3.34	67.20	0.51	3.36	

.196 = 0.05

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0.190	1.31	0.45	3.58		
		0.43	3.48		
0.272	1.10	0.45	3.73		
		0.34	3.80		
*0.000	3.79	0.47	3.52		
		0.37	3.27		
0.088	1.71	0.62	3.63		
		0.53	3.48		

...

0.473	0.71	0.56	3.48		
		0.44	3.54		
*0.000	3.92	0.47	3.54		
		0.47	3.25		

.1.96 = 0.05

3.79

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7 6 5 . "

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0.42	3.67	26		
0.40	3.54	116		
0.50	3.31	34		
0.37	3.92	26		
0.37	3.75	116		
0.41	3.71	34		
0.39	3.44	26		
0.43	3.31	116		
0.40	3.44	34		
0.66	3.52	26		
0.54	3.55	116		
0.57	3.45	34		
0.51	3.70	26		
0.48	3.50	116		
0.41	3.39	34		
0.56	3.40	26		
0.48	3.32	116		
0.42	3.35	34		

(6)

*0.004	5.80	1.05	2	2.10		
		0.18	173	31.39		
			175	33.50		
*0.049	3.07	0.44	2	0.88		
		0.14	173	24.72		
			175	25.60		
0.160	1.85	0.33	2	0.65		
		0.18	173	30.59		
			175	31.25		
0.671	0.40	0.13	2	0.26		
		0.32	173	55.69		
			175	55.95		
*0.035	3.43	0.78	2	1.57		
		0.23	173	39.56		
			175	41.13		
0.701	0.36	0.09	2	0.17		
		0.24	173	41.31		
			175	41.48		

.3.05 = 0.05

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.0.05

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(LSD)

*0.36	0.13		3.67	
*0.23			3.54	
			3.31	
*0.21-	0.04-		3.71	
*0.17-			3.75	
			3.92	

...

*0.31-	0.11-		3.39	
*0.2-			3.50	
			3.70	

"

(LSD)

(7)

(8)

(8)

0.000	174.87	14.77	26	10.23	18	
		65.91	116	50.0	88	
		19.32	34	39.77	70	
		100	176	100	176	

.9.49 = 0.05

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(8)

10.2

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65.91 50.0

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(9)

0.511	1.34	5.68	10	4.55	8	
		34.66	61	15.34	27	
		27.27	48	12.50	22	

		67.6	119	32.4	57

.5.99 = 0.05

15.34 34.66 (9)

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(10)

		7.95	14	6.82	12
0.076	5.14	48.30	85	17.61	31
		11.6	20	7.95	14
		67.6	119	32.4	57

.5.99 = 0.05

(10)

(Matthy and

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6.82

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The Effect of "Sports for All" Course on Students' Attitude towards Sports Activities at Al Balqa'a Applied University/ Zarqa University College

*Eyyad O. Maghayreh and Basher A. Alelwan**

ABSTRACT

This study aimed at introducing the effect of "Sports for all" course on students' attitude towards sports activities at Al balqa'a applied university / Al Zarqa'a University College. The survey includes (176) students ((57) males and (119) females) of Al Balqa'a applied university enrolled "Sports for all" in the first and 2nd semesters 2007/2008. Kenyon measure (ATPA) was used to find out students attitude towards sports activity as an instrument took for the study. The results showed absence of indicative statistic differences in students' attitude towards sports activities between pre and post measurements. It indicated the availability of positive indicative statistic effect on the factual practice of both male and female sample participants. The researchers recommended that "Sports for all" course should be a compulsory pre-requisite at Al Balqa'a applied university as it has a positive effect on students' acquisition of attitude towards sports activities. Another practical discipline is also recommended parallel to "Sports for all" course to enable students practice the learnt theory.

Keywords: Sport for All Course, Students' Attitudes, Al Balqa'a Applied University.

* Al Zarqa University College, Al Balqa'a Applied University; Prince Gazi for Science and Information Technology College, Al Balqa'a Applied University, Jordan. Received on 6/7/2009 and Accepted for Publication on 11/1/2010.