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2009-2008

(154)

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2009/3/16

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(Stan, 1978)

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(Yasaswy, 2001)

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(2004 )

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(Yasaswy, 2001)

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(2004 )

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(1994 )

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1998-1989

(1992 )

(1994 )

(McGrevin,

1984)

(1992 )

(Redding, 1985)

(Carroll, 1993)

(Steele, 1989)

(433)

(24)

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(1994)

(Berurlington College, 1991)

(53)

(312)

(1992)

(393)

(Evans, 1998)

(Rockville)

(12)

(1993)

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(630)

(95)

(130)

(100)

(50)

(Martin, 2000)

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(278)

(19)

Carroll, 1993; Douglas, 2000 Burlington College,

1988 ) 1991, Steel, 1989

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1993 1992 1994 (Douglas, 2000)

(Evans, 1998 2004

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(100)

(Martin, 2000; Redding, 1985; McGrevin, 1984)

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(Evans,

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(853)

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(50807)

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.2009-2008

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	30	35	59	50	24	28	44	40	
310	174			136					

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154	67		
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154	52		
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	35		
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154	92		
	62		
154	63	5-1	
	50	10-6	
	41	11	

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	.(40)	(200)		
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	3.49 -2.50			1992 1992 2001
	2.49 -1.50			1982 1990 2004
	1.50			Evans, 1998, Yasaswy, 2001; 1994 2004
				Douglas, 2000, Redding, 1985; McGrevin, 1984; Martin,
				(2000, Carroll, 1993
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(3)

	1.14	2.33		1
	1.81	1.58		2
	1.17	1.16		3
	1.28	1.78		4
	0.78	2.54		5
	0.91	3.11		6
	0.88	3.00		7
	0.82	4.12		8
	1.00	2.17		9
	1.13	2.95		10
	1.08	2.45		11
	1.03	1.68		12
	0.83	4.01		13
	0.78	3.50		14
	0.90	3.81		15
	0.77	2.40		16
	1.78	1.87		17
	1.11	2.70		18
	1.02	2.00		19
	1.58	1.50		20
	0.89	3.18		21
	0.87	3.00		22
	0.95	3.58		23
	1.11	2.75		24
	0.88	3.40		25
	1.23	1.18		26
	1.09	2.25		27
	1.30	1.73		28
	1.06	2.38		29
	1.14	2.80		30
	1.27	1.28		31
	1.35	1.55		32
	0.75	4.59		33
	0.87	3.11		34

	1.40	1.22		35
	0.98	2.35		36
	1.16	1.15		37
	1.09	1.83		38
	0.96	3.25		39
	1.22	1.30		40
	1.05	2.39		

(3)

(2.39)

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(Douglas, 2000; Evans, 1998;2007

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( $\alpha=0.05$ )

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.(4)

(4)

8.75	69.28	67		
7.00	70.01	87		
8.65	68.32	52		
7.98	69.05	40		
8.01	70.19	35		
8.69	72.04	27		
8.91	72.56	92		
8.07	70.07	62		
6.68	74.81	63	5-1	
5.33	70.19	50	10-6	
8.21	72.38	41	11	
7.84	70.71	154		

.(200

(4)

(80)

.(5)

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(5)

0.126	1.717	389.13	1	389.13	
0.023	0.021	209.73	3	4.68	
0.530	1.130	1019.01	1	1019.01	
0.041	0.281	132.10	2	251.48	
		314.63	146	24585.56	
		203.00	153	20130.00	

(5)

(0.05= $\alpha$ )

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 (6)

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				69.05		
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(Martin, 2000 1984;

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.11 1(18)  
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Halstead, J. 1996. *Values and Values Education in Schools*, the  
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## Assessing the Level of Morale among Primary Stage Teachers in Al-Zarqa According to Some Demographics

*Mohammad Jawarneh, Amaan Khasaawneh, Samer Khasawneh, and Ahmad Edaees\**

### ABSTRACT

The present study aimed at assessing the Level of morale among primary stage Teachers in Al-zarqa in the academic year of 2008/2009. A secondary purpose of the study was to determine if differences exist between teachers, morale based on gender, specialization, education, and years of experience. The sample of the study consisted of (154) teachers representing various disciplines. The researchers utilized the teachers morale instrument, which consisted of (40) question and has proved to be valid and reliable. The results of the study indicated that the level of the morale among the sample was Low. The results also indicated that significant differences were detected according to specialization in favor of vocational education teachers and physical education teachers, and according to years of experience in favor of (1-5) years of experience. The results ended by offering a number of theoretical and practical implications for the field of study.

**Keyword:** Teachers, Morale, Primary Stage, Al- Zarqa.

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