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| 230 | 18 | | | |
| 60 | 6 | | | |
| 149 | 10 | | | |
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| 48.5 | 922 | | |
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| .69 | 3.23 | | 4 | 1 |
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| .82 | 2.97 | | 7 | 5 |
| .80 | 2.93 | | 5 | 6 |
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| .68 | 2.96 | | 7 | 3 |
| .77 | 2.95 | | 3 | 5 |
| .77 | 2.95 | | 5 | 5 |
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| .80 | 2.93 | | 4 | 5 |
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| .71 | 3.06 | | 2 | 4 |
| .84 | 2.99 | | 3 | 5 |
| .83 | 2.99 | | 6 | 5 |
| .86 | 2.98 | | 5 | 7 |
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| .77 | 2.87 | | 2 | 5 |
| .85 | 2.87 | | 5 | 5 |
| .84 | 2.87 | | 7 | 5 |
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| .000 | 1899 | -9.336 | .64 | 3.02 | 922 | | |
| | | | .50 | 3.26 | 979 | | () |

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| .000 | 1899 | -6.805 | .65 | 2.89 | 922 | | |
| | | | .53 | 3.07 | 979 | | () |
| .000 | 1899 | -10.821 | .70 | 2.89 | 922 | | |
| | | | .57 | 3.20 | 979 | | () |
| .000 | 1899 | -6.046 | .65 | 2.90 | 922 | | |
| | | | .51 | 3.06 | 979 | | () |
| .000 | 1899 | -6.721 | .64 | 2.80 | 922 | | |
| | | | .55 | 2.99 | 979 | | () |
| .000 | 1899 | -6.748 | .69 | 2.82 | 922 | | |
| | | | .62 | 3.03 | 979 | | () |
| .000 | 1899 | -7.944 | .63 | 2.96 | 922 | | |
| | | | .49 | 3.16 | 979 | | |
| .000 | 1899 | -6.960 | .63 | 2.85 | 922 | | |
| | | | .52 | 3.03 | 979 | | |
| .000 | 1899 | -9.010 | .68 | 2.86 | 922 | | |
| | | | .57 | 3.12 | 979 | | |

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| .283 | 1899 | -1.074 | .70 | 3.09 | 131 | | |
| | | | .58 | 3.15 | 1770 | | |
| .091 | 1899 | 1.690 | .68 | 3.07 | 131 | | |
| | | | .59 | 2.98 | 1770 | | |
| .258 | 1899 | 1.132 | .77 | 3.11 | 131 | | |
| | | | .64 | 3.05 | 1770 | | |
| .187 | 1899 | -1.321 | .71 | 2.91 | 131 | | |
| | | | .58 | 2.98 | 1770 | | |
| .914 | 1899 | -.107 | .74 | 2.89 | 131 | | |
| | | | .59 | 2.90 | 1770 | | |

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|------|------|--------|-----|------|------|--|--|
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| .802 | 1899 | .251 | .86 | 2.94 | 131 | | |
| | | | .65 | 2.93 | 1770 | | |
| .216 | 1899 | -1.239 | .69 | 3.00 | 131 | | |
| | | | .56 | 3.07 | 1770 | | |
| .417 | 1899 | .811 | .69 | 2.98 | 131 | | |
| | | | .58 | 2.94 | 1770 | | |
| .479 | 1899 | .708 | .80 | 3.03 | 131 | | |
| | | | .63 | 2.99 | 1770 | | |

(13) :
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| .007 | 1899 | -2.708 | .60 | 3.11 | 919 | | |
| | | | .57 | 3.18 | 982 | | () |
| .307 | 1899 | -1.022 | .60 | 2.97 | 919 | | |
| | | | .60 | 3.00 | 982 | | () |
| .091 | 1899 | -1.692 | .66 | 3.03 | 919 | | |
| | | | .64 | 3.08 | 982 | | () |
| .434 | 1899 | -.782 | .57 | 2.97 | 919 | | |
| | | | .60 | 2.99 | 982 | | () |
| .708 | 1899 | -.375 | .58 | 2.89 | 919 | | |
| | | | .62 | 2.90 | 982 | | () |
| .578 | 1899 | -.557 | .65 | 2.92 | 919 | | |
| | | | .68 | 2.94 | 982 | | () |
| .072 | 1899 | -1.802 | .57 | 3.04 | 919 | | |
| | | | .56 | 3.08 | 982 | | |
| .473 | 1899 | -.718 | .57 | 2.93 | 919 | | |
| | | | .59 | 2.95 | 982 | | |
| .249 | 1899 | -1.153 | .63 | 2.97 | 919 | | |
| | | | .64 | 3.01 | 982 | | |

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1998

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The Role of Jordanian Secondary School Concerning Activating the Components of Amman Message

*Imtithal A. Al-Saqqa and Mahmoud M. Abu Qudais**

ABSTRACT

The study aimed at acknowledging the role of the Jordanian secondary school in the activation of the components of Amman Message according to their principles and their teachers, and acknowledging the effect of gender, job title, academic qualification and kind of school variables on their points of view. In order to achieve the aim of the study, a questionnaire was developed and represented in 74 clauses comprised of three domains. Validity and stability of the instrument were checked. The questionnaires were applied on a stratified sample included (131) school principals and (1770) teachers from both genders. Data collected were processed statistically.

The results of the study revealed the following:

- Degree of the activation of the components of Amman Message in the secondary Jordanian school was average in all domains of study.
- There were significant differences to the extent of activation of components of Amman Message and those variances were attributed to gender variable, and were to the interest of the females in all domains of the study, and to the kind of school; and were to the interest of the private school in all domains of the study.
- There are no significant differences to the extent of the activation of the components of Amman Message regarding the job title variable in all domains of the study, and to the academic qualification, with the exception of citizenship, in the domain of school climate.

Keywords: Amman Message, Secondary School, School Climate, Citizenship, Global Citizenship.

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