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(435)
(50) (306)

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Newman and 2003 1999)
Johnson, 2006; Lorentsen, 2004; Tearle, 2004; Eynon,
(2005;
(2002)

(BECTA, 2004) " -

2010/8/2

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(Eduwave)

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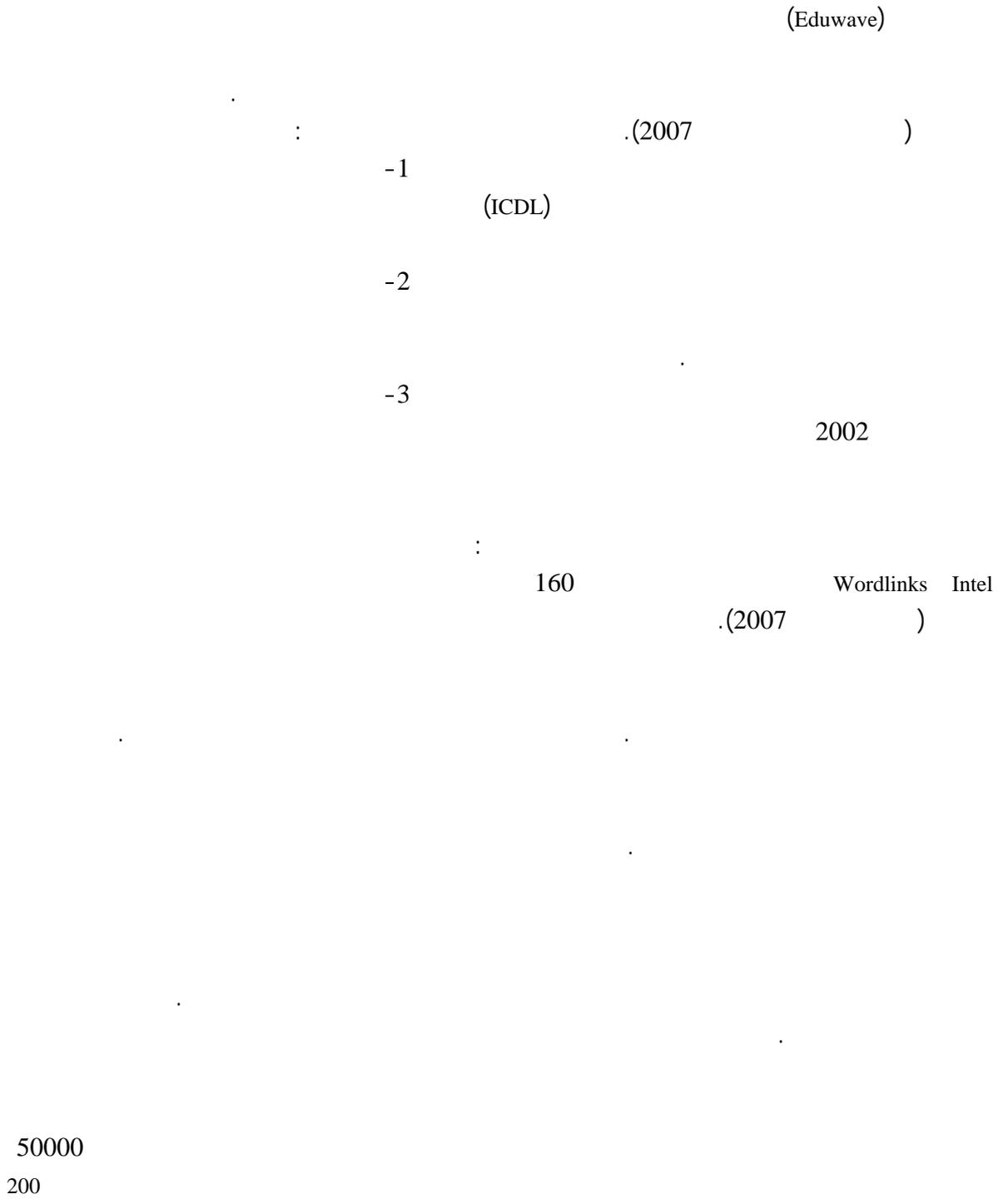
.(Benson and Farnsworth, 2004

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(Martin and Shulman, 2006)

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(Wendy and Simon, 2006)

(ICT)
(Goddarrd, 2002)

(86)

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(121)

(2005)

153

(Duhaney, 2001)

15

Galanouli, Murphy,)

(and Gardner, 2004
(ICT)

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(450)

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 : (Goddard, 2002; Galanouli, Murphy, and
 (50) (2005 Gardner, 2004;
 =5 - " " =1)
 (" " Martin and Shulman, 2006; Mulqueen, 2001;)
 : (2006 2006 Duhaney, 2001
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 (36)
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 (9) -1
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 (8) (435) 2008/2007
 (306)
 (114) (%70)
 (192) (%37)
 : (%63)
 (75) ()
 (%24.5)
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 (231) (
 .(%75.5)

" (0.93)

(0.89)

(=5 =1) .(0.85)

(2.33) :

(3.66 - 2.34)

(5.0 - 3.67) .1

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: (435)

(306)

(%70)

(1) .2

(SPSS)

(1)

()	%			:	
	91.6	0.68	4.58		1
	90.2	0.48	4.51		2
	84.8	0.83	4.24		3
	83.4	0.91	4.17	"ICT "	4
	81.0	0.93	4.05		5
	78.2	0.96	3.91		6
	77.4	0.88	3.87		7
	75.8	0.96	3.79		8
	73.6	1.01	3.67		9
	81.8	0.64	4.09		

(2)

()	%			:	
	88.2	0.75	4.41		.(ICDL) 1
	86.4	0.81	4.32		. 2
	84.8	0.58	4.14		. 3
	62.6	1.21	3.13		. 4
	61.2	1.17	3.06		. 5
	76.6	0.69	3.83		

(1)

" (1) (4.58-3.67)
 (4.58) "
 " (2) () %91.6
 .(Tearle, 2004) (4.51) "
 " (9) () (90.2%)
 :
 () (%73.6) (3.67)
 .() (%81.8) (4.09)

(2)

(2)

" (1) (4.41 - 3.06)
 (4.41) "(ICDL)
 " (2) () (%88.2)
 () (%86.4) (4.32) "
 "(5)
 "
 .() (%61.2) (3.06)
 .() (%76.6) (3.83)

(ICDL)

(3.06 3.13)

(3)

()	%			: ()	
	76.2	1.13	3.81		1
	73.6	0.81	3.68		2
	70.2	0.87	3.51		3
	69.4	1.05	3.47		4
	86.2	1.22	3.41		5
	66.8	1.09	3.34		6
	57.4	1.36	2.78		7
	68.5	0.98	3.42		

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(3)

(3)

" (1)

(3.81 - 2.87)

(3.81)

"

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() (76.2)

(%73.6)

(3.68)

"

"

" (7)

(2.87)

() (%57.4)

(3.42)

.() (68.5)

(80)

:

(4)

()	%			:	
	83.8	0.88	4.19		1
	77.0	0.87	3.85		2
	74.4	.067	3.57		3
	70.2	0.99	3.51		4
	69.4	0.95	3.47		5
	69.2	1.02	3.46		6
	69.0	1.01	3.45		7
	68.6	1.00	3.43		8
	62.6	1.05	3.13		9
	71.2	1.08	3.06		10
	71.4	0.77	3.75		

:

(4)

(4)

" (1) (4.19 - 3.06)
 (4.19) "
 " (2) () (%83.8)
 "
 () (77.0) (3.85)
 " (10)
 (%61.2) (3.06)
 (10) .() (71.4) (3.57) ()

(2005)

(5)

()	%			:	
	70.2	1.24	3.51		1
	68.8	1.17	3.44		2
	64.6	1.22	3.24		3
	64.2	1.21	3.21		4
	50.6	1.29	2.53		5
	64.6	0.79	3.23		

(6)

()	%			:	
	86.6	0.88	4.32		1
	83.4	0.71	4.17		2
	83.0	0.72	4.15		3
	82.3	0.58	4.11		4
	77.4	0.79	3.87		5
	76.2	0.88	3.81		6
	76.0	0.94	3.80		7
	73.6	1.18	3.68	(Eduwave)	8
	78.0	0.57	3.90		

" (1) (3.51 - 2.53) :

(3.51) "

" (2) () (%70.2)

(3.44) "

" (5) () (%68.8) (5)

(2.53) " (5)

() (%50.6)

(3.23)

.(%64.6)

(Martin, McMillan Gersick, and

Nudell, 2001)

"

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(6)

(6)

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(4.32 - 3.68)

"

" (1)

() (%86.6)

(4.32)

"

" (2)

() (%83.4)

(4.17)

"

(Eduwave)

" (8)

(3.68)

(2004)

() (%73.6)

(3.90)

() (%78.0)

(Eduwave)

(2006)

(7)

()	%			:	
	90.4	0.91	4.52		1
	80.4	1.00	4.02	()	2
	78.6	1.01	3.93		3
	73.2	1.09	3.66		4
	69.0	1.07	3.45		5
	57.8	1.07	2.89		6

" (2) () "

(4.02) "()

() (%80.4)

" (6) "

(%57.8) (2.89)

.()

(7)

(7)

- 2.89)

" (1) (4.53)

"

(%90.4) (4.52)

(Harris, 2002)

(Martin, McMillan, Gersick, and Nudell,

2002)

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<http://www.al-musawi.com/pptlessons/compltracy/index.htm>

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The Degree of Satisfaction of Primary School Teachers in Amman II Directorate of Education with the Intel Training Program (Intel Teach to Future) and the Obstacles to that Use

*Khalid Al-Ajlouni and Abdelmuhdi Aljarrah**

ABSTRACT

This study aimed at determining the degree of satisfaction of primary school teachers in Amman II Directorate of Education with Intel Training Program and the obstacle to that use. The study tool was a questionnaire of 50 items; which was distributed to all primary school teachers (435) in Amman II Directorate of Education who have already finished training on the Intel Program. The results showed a high to medium degree of satisfaction by the participants in this study with Intel program and its efficiency, a number of obstacles of that use such as shortage in the hardware and software in their schools and the heavy load of teaching. The researchers recommended that schools should be provided with enough hardware and software; and that trainees should choose the training time. In addition, training on the Intel program should be provided for school administrators to make them aware of the program, and encourage teachers to use this technology in their teaching.

Keywords: Intel Training Program (Intel Teach to Future); Satisfaction Degree of Primary School Teachers; Obstacles.

* Faculty of Educational Sciences, University of Jordan, Amman, Jordan. Received on 1/4/2010 and Accepted for Publication on 2/8/2010.