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(Klausmeier, 1975)

(Loewenstein, 1994)

(Sprinthal et al, 1994)

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(Elliot, 2000) ( )

.2008/7/7

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(Fisher, 2000)

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(2004

(Fisher, 2000)

(Jones, 1980)

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John )

(Fisher, 2000)

(Keller

(Elliot, 2000)

(Woolfolk, 1995)

(Fisher, 2000; Arnone, 2003)

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Jones, 1980; Woolfolk, )

(1995 Elliot,2000; Fisher, 2000

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(2008)

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(Arnone, 2005)

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(1986)	:	( )	.3
(431)	(1964)	( ) 2007-2006	: .4
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			:
		.2007-2006	-1
		(27)	-2
(Ames, 1992)			-3
			:
(Powell,1997)			
(47)	(314)	" :	(Susskind,1979)
(243)		"	
(27)			(32)
(2001)			

2007\2006

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211	58	153		
1593	669	924		
1804	727	1077		
205	77	128		
2159	1329	830		
2364	1406	958		
<b>4168</b>	<b>2133</b>	<b>2035</b>		

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0.84		1
0.89		2
0.72		3
0.82		4
0.96		5

Arnone, 2005; Elliot,2000; Fisher, 2000; Jones, 1980; )  
 .(Woolfolk, 1995

(2)

88	54	34		
105	69	36		
193	123	70		
84	53	31		
107	61	46		
191	114	77		
<b>384</b>	<b>237</b>	<b>147</b>		

(27)

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 (1) ) ( ) (1) (5)  
 (2) ( ) (1) (5)  
 (4) ( ) (3) ( )  
 ( ) ( ) (5) )

(1.33=3÷4 4=1-5)

(1.33)

(2.33 - 1.00 )

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(%80)

(3.67-2.34 )

9)

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(3.64)

(Sadker, 2002)

(1.26)

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" : (Cotton,2001)

(3.24)

(1.36)

(3.02)

(1.48)

(Jones, 1980)

(Susskind, 1979)

(1.37)

(2.89)

(3.19)

(1.37)

(4)

1.26	3.64		1	1
1.36	3.24		2	4
1.48	3.02		3	3
1.37	2.89		4	2
<b>1.37</b>	<b>3.19</b>			

(5)

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1	1.025	4.40		2
2	1.310	3.97		8
3	1.142	3.81		1
4	1.265	3.70		3
5	1.297	3.59		4
6	1.344	3.40		5
7	1.281	3.28		6
8	1.434	2.95		7
	1.26	3.64		

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1	1.297	3.64		5
2	1.342	3.46		2
3	1.474	3.40		3
4	1.413	3.29		4
5	1.293	2.40		1
	1.36	3.24		

(7)

:				
1	1.332	3.51		4
2	1.431	3.17	(... )	3
3	1.477	3.07		2
4	1.243	2.31		1
	1.48	3.02		

(8)

:				
1	1.203	3.62		9
2	1.389	3.23		2
3	1.426	3.17		4
4	1.312	3.10		5
5	1.474	3.08		3
6	1.453	2.94		8
7	1.391	2.61		1
8	1.355	2.53		6
9	1.431	2.38		10
10	1.246	2.31		7
	1.37	2.89		

(9) (Ames,1992)

(11.52) (83.25)

(89.43)

(12.12)

(12.79) (86.93)

(11.84) (85.95)

(87.84)

(11.53)

(12.61) (85.09) " :

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13.08	84.76			
11.04	81.81			
12.08	83.24			
9.37	85.29			
12.34	81.67			
11.23	83.26			
10.88	85.09			
11.85	81.71			
11.52	83.25			
12.77	92.13			
12.40	89.04			
12.56	90.29			
10.82	89.91			
12.66	87.93			
11.83	88.85			
11.55	90.73			
12.50	88.41			
12.12	89.43			
13.36	88.28			
12.30	85.87			
12.79	86.93			
10.33	87.58			
12.83	84.61			
11.84	85.95			
11.53	87.84			
12.61	85.09			
12.20	86.33			

(10)

.000	25.941	3617.523	1	3617.523	
.557	.345	48.156	1	48.156	
.020	5.419	755.710	1	755.710	
		139.452	376	52434.012	
			383	57028.310	

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## **The Degree of Practicing Strategies of Arousing Curiosity by General Secondary Schools (Tawjihi) Teachers in Irbid from the Students Point of Views in the Light of Some Variables**

*Thaer Ghbari and Khaled Abu Sheirah \**

### **ABSTRACT**

This study aimed at detecting the degree of practicing strategies of arousing curiosity by general secondary schools (Tawjihi) teachers in Irbid from students point of views. The study was conducted on a sample of (384) of secondary schools students who responded to a questionnaire prepared for this study. The questionnaire consisted of (27) items allocated to four domains: the technique of asking questions, learning environment and discovery, reinforcement methods, and evaluation methods. The results revealed that the teachers used moderate degree of practicing strategies of arousing curiosity, and they used the first domain of techniques of asking questions more frequently, then evaluation methods, and then reinforcement methods, finally evaluation methods. The results showed also that there were significant differences on students point of views about practicing strategies of arousing curiosity by general secondary schools due to sex in the favor of females, and schools kind in the favor of private school students , but there were no significant differences on students point of views about practicing strategies of arousing curiosity due to secondary school branch.

**Keywords:** Curiosity, Teachers, Secondary Schools.

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