

أن تكون معلم صف: الأسباب والعوامل- دراسة ميدانية

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(248)

.1

1995

1996

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(1993

.(1989

1995)

.(1995)

1999)

(1995

*

.(1986)

2005/11/22

.2006/8/16

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2007 ©

.2

(Papanstasiou and Papanstasiou, 1997)

(Pennsylvania State University)

(University of Cyprus)

:

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(1983

(Thornton, Bricheno and

Reid, 2000)

(1994)

%54 5

%43

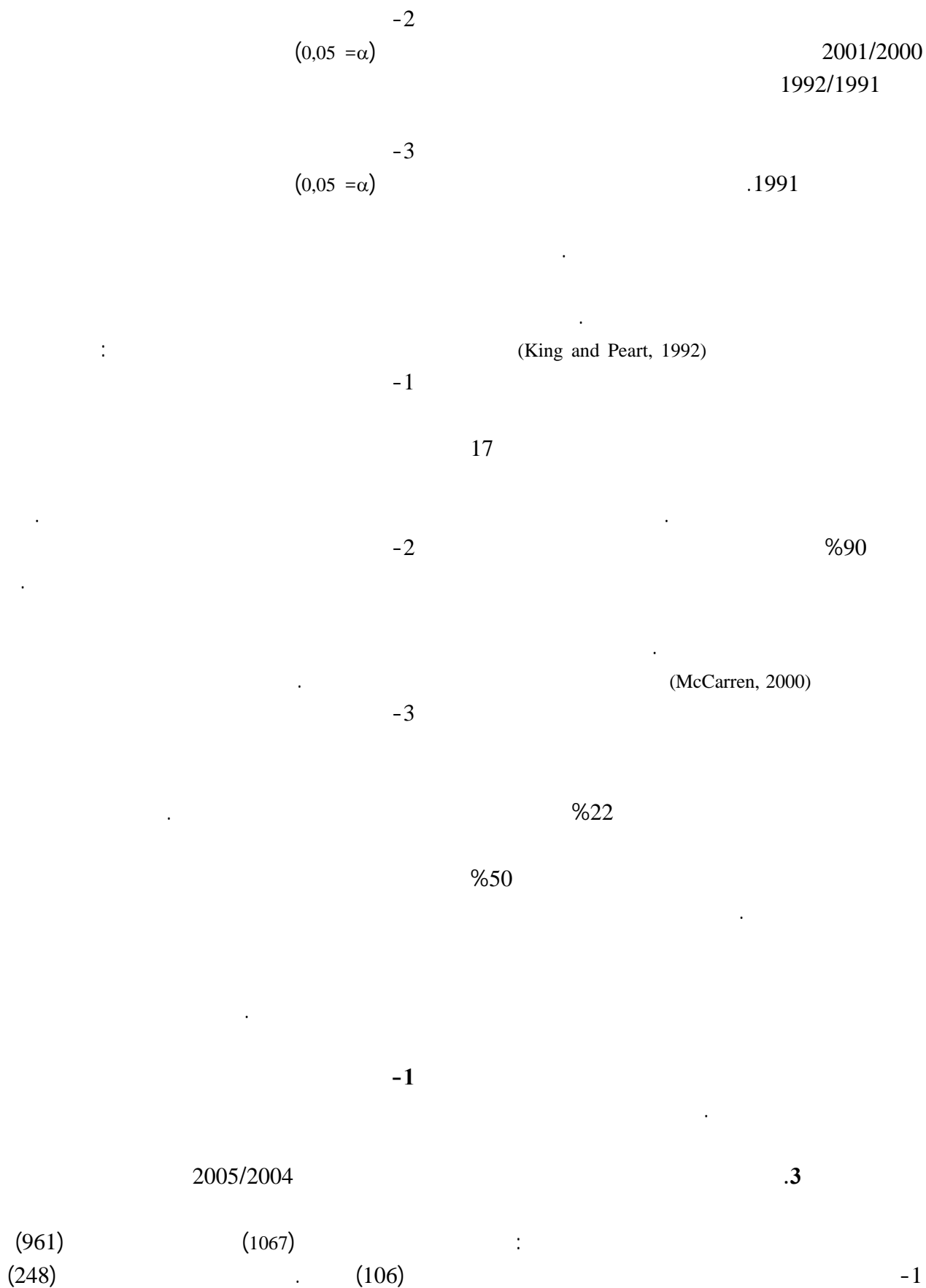
(1995)

(Virta, 2000)

(1996)

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(Reif and Warring, 2002)



	(33)	(215)	
	:		
	•		
	•	(%32,2)	
%60			
(21)			
	(24)		
	•		
" "	" "		(24)
" "	" "		:
	"	()	-1
		()	
	:	(74)	
(20)	/		
	(0,81)		-2
			:
		5	
		6	
		4	
		5	()
		4	
" "			-3
	(ANOVA)	/	
Post Hoc			
	Scheffe	Comparison	:
			•
	.4		•
			•
	:		•
:			•

(1)

1.089	2.96	248		.1
1.218	2.85	248		.2
1.235	2.84	248	(...)	.3
0.998	2.68	248		.4
1.389	2.57	248		.5
1.083	2.53	248		.6
1.094	2.47	248		.7
0.993	2.46	248		.8
1.287	2.45	247		.9
1.233	2.40	248		.10
1.345	2.39	248		.11
1.305	2.35	248		.12
1.339	2.29	248		.13
1.021	2.29	248		.14
1.186	2.29	248		.15
1.146	2.25	248		.16
1.312	2.16	248		.17
0.929	2.01	248		.18
1.036	1.94	248		.19
0.985	1.87	248		.20
0.934	1.77	248		.21

(1)

(1)

(2)

(2)

(2,55)

(2,54)

(2,41)

(2,84) (2,85) (2,96)

.(2,15)

.(1,77)

(2)

1.26	2.55		1
1.05	2.54		2
1.39	2.41		3
1.21	2.15		4
1.18	2.15		5

(3)

1.22	2.85		-1
2.57	2.57		-2
1.09	2.47		-3
1.33	2.29		-4

(4)

1.09	2.96		-1
1.24	2.84) (...	-2
1	2.68		-3
0.99	2.46		-4
04.1	2.29		-5
0.93	2.01		-6

(2,45) (3) : (7) (6) (5) (4)
 (3)

.(1,77) (2,85)
 : (2,29)
 :
 (0,05 = α) (2,57)
 .(2,47)

(8) (4) (4)
 (2,96)
 (8) (2,84)
 (2,68)
 (2,46)
 (2,29)

.(2,01) (5)
 " " (2,53)
 : (2,40)
 (8) 0,05= α (2,29)

" " (6)
 (2,35)
 : (2,16)
 : (0,05= α) .(1,94)
 (7)

(5)

1.08	2.53		-1
1.23	2.40		-2
1.86	2.29		-3

(6)

1.30	2.35		-1
1.31	2.16		-2
1.03	1.94		-3

(7)

1.28	2.45		-1
1.34	2.39		-2
1.14	2.25		-3
0.98	1.87		-4
1.18	1.77		-5

(8)

“ ”

		“ ”					
0.083	246	1.743	0.564 0.642	3.20 2.99	33 215		-1
0.182	246	1.337	0.465 0.607	2.92 2.78	33 215		-2
0.361	246	- 0.915	0.944 0.974	2.94 3.10	33 215		-3
0.224	246	1.219	1.118 1.228	3.38 3.11	33 215		-4
0.057	245	1.913	0.746 0.740	3.45 3.18	33 214		-5

(9)

	" "					
* 0.000	6.671	3 244 247	2.528 0.379	7.584 92.467 100.051		-1
0.059	2.516	3 244 247	0.865 0.344	2.596 83.924 86.520		-2
* 0.001	6.024	3 244 247	5.350 0.888	16.049 216.673 232.722		-3
* 0.003	4.857	3 244 247	856.6 1.412	20.569 344.413 364.982		-4
0.495	0.801	3 243 246	0.446 0.557	1.338 135.416 136.754		-5

(10)

*0,001	11902	-4887	:	1
*0,032	12099	-3622	×	
* 0,003	18218	- 6987	×	3
* 0,015	21078	- 6902	×	
* 0,007	23351	- 8222	:	3
			×	

" "

.05 0 = α

.(9)

05 0 = α

(9)

Scheffe

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:

(10)

" "

.(

(10)

(05 0 =α)

(2,55)

.5

.(2,86)

.(1996

1995

1994

(Papanstasiou and Papanstasiou, 1977, Thornton, 1997,
 Bricheno and Reid, 2002, King and Peart, 1992, Reif and
 Warring, 2002)

(2,96)

(2,84) (2,85)

.(1,77)

%15
%85

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(2,53)

(1994)

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(0,05= α)

(1983)

.Scheffe

(2,15)

(1,87)

"

(0,05 = α)

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Becoming a Classroom Teacher: Factors and Reasons

*Akram A. Al-Basheer, Samer A. Khasawneh and Abdullah M. Abu Teeneh**

ABSTRACT

The purpose of this study was to identify the factors and reasons that had influenced students at the Hashemite University to major in classroom teacher. A questionnaire was completed by (248) students. The results showed that high weight was given to the reasons in the aspects of "social status of the profession" and "variety of benefits". However, little weight was given to the reasons within the internal and external aspects. Thus, relevant recommendations were suggested.

Keywords: Classroom Teacher, Learning and Teaching, Internal External Aspects.

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