

*

:

(0.05 = α)

(351)

(51)

(0.05 = α)

:

:

. 2015/1/4 :

.2016

. 2014/9/22 :

*
©

**The Satisfaction Degree of Secondary Schools Students in Jerash Governorate
Regarding Prepare Them for the General Secondary Certificate exam**

Ahmad Mahmoud Rathwan

Abstract

The study aimed at clarifying the satisfaction degree of secondary school students in Jerash governorate regarding preparing them for the general secondary certificate exam, and see if there are statistically significant differences at the level of significance ($\alpha = 0.05$) in the estimates of students regarding the satisfaction degree with their preparation due to variables: (gender, academic stream, school size, and the family income). A stratified random sample consisted of (351) students which chosen. The researcher developed a questionnaire consisting of (51) items. The study results indicated that: the satisfaction degree of secondary schools students regarding preparing them for the secondary certificate exam was moderate, and there were a statistically significant differences at the level of significance ($\alpha = 0.05$) in their estimates of the satisfaction degree regarding their preparation due to the variables: (gender, academic stream, school size, and the family income).

Keywords: Satisfaction, Secondary School Students, General Secondary Exam, Jerash Governorate.

:

)

)

(

(

(115 1988)

:

)

:

.(

)

)

((

()

.(2011

)

()

.(2002)

.(2006)

:

.1

()

.2

:

.3

()

.4

()

.5

.2016

:

)

.(1982

.(1999

)

.(1997

)

.(2011

2004

)

)

.(2000

.(2001)

:

(Hart, 2005)

(626)

(861)

(1887)

2002

(400)

.2004 2003

%45 .

(2006)

:

(808)

(35)

)

.(

(0.05 = α)

(0.05 = α)

(0.05 = α)

(2008)

()
(823)
(32)

.(

(0.05 = α)

(0.05 = α)

(0.05 = α)

(0.05 = α)

(Eyo, Joshua & Esuong, 2010)

(Cross River)

(400)

(0.05 = α)

(0.05 = α)

(2011)

(0.05 = α)

(4468)

.()

(25)

(0.05 = α)

(0.05 = α)

(Crystal. 2011)

(369)

(178)

(191)

)

.(

(2012)

(0.05 = α)

.()

(104800)

(25)

(0.05 = α)

()

(2012)

(0.05 = α)

(43091) .()

) : (32)

.(

(0.05 = α)

(Hart,2005)

(2012) (Crystal, 2011)

(2011)

.(2012)

(2006)

.(Eyo, Joshua & Esuong, 2010)

(2008)

(Hart,2005)

(Eyo, Joshua & Esuong, 2010)

.(2012) (2012)

(2011)

(2006)

(Hart, 2005)

(2008)

:

.

.

:

.1

()

(0.05 = α)

.2

:

:

()

- -

.

:

:

.1

.()

.2

:

:

:(Lerner, 2003)

:

.(1 2013)

:

() ()

()

.(1997)

:

:

()

.2013/2012

:

.2013/2012 : -

:

. ()

. (:

:

()

:

()

2013-2012

.(2013) (3195)

:

(1) () (351)

(1)

44.4	156		
55.6	195		
100.0	351		
61.8	217		
38.2	134		
100.0	351		

.2016

43.0	151	200	
37.3	131	500 200	
19.7	69	500	
100.0	351		
47.3	166	300	
32.8	115	600 300	
19.9	70	600	
100.0	351		

:

()

):

:

(1):

(

(3) (17)

(2) (17)

(17)

:

:

)

(15)

(

:

(51)

:

Alpha Cronbach

(Test-Retest)

.(2)

(2)

17	0.85	0.93	
17	0.84	0.93	
17	0.86	0.94	
51	0.85	0.97	

()

(2)

(0.94-0.93)

(0.97)

.(0.86-0.84)

(0.85)

()

:

:(2010)

$$4 = 1 - 5 = \quad - \quad =$$

$$1.33 = 3 \div 4 = \quad \div \quad =$$

:

5.00-3.67

3.66-2.34

2.33-1.00

:

:

:

.f

.()

.1

.()

.2

500- 200 200) :

.3

(500

600 600 -300 300)

.4

.(

:

()

:

()

()
 ()
 ()
 :
 :
 " :

() ()
 .(3)
 (3)

()

	0.69	3.182		3	1
	0.63	3.180		2	2
	0.64	3.136		1	3
	0.60	3.166			

(3)

()
 : ()
 (0.69) () (3.182)
 (3.180)
 (0.63) ()
 () (3.136)
 .(0.64)

: :

.(4) ()

(4)

()

	0.93	3.339		36	1	
	0.92	3.311		37	2	
	1.03	3.271		38	3	
	0.91	3.228		45	4	
	0.92	3.208		42	5	
	0.98	3.194		41	6	

	1.02	3.188		43	7
	0.99	3.179		50	8
	1.06	3.174		46	9
	1.01	3.168		40	10
	0.96	3.148		39	11
	0.93	3.137		49	12
	1.02	3.117		44	13
	0.90	3.111		48	14
	0.96	3.111		51	15
	0.96	3.108		47	16
	0.99	3.103		35	17
	0.69	3.182			

"

(36)

(4)

"

(0.93)

(3.339)

"

(37)

.2016

	(3.311)	"		
(38)		(0.92)		
	"		"	
	(0.92)			(3.271)
		"	"	(35)
	.(0.69)			(3.103)

(Petrosino & Spiegel, 2005)

.(U.S Department of Education, 1994)

"

"

:

()

.(5)

()

)

(5)

(

	0.81	3.410		19	1	
	0.99	3.373		25	2	
	0.87	3.370		20	3	
	1.03	3.285		24	4	
	0.88	3.265		18	5	
	0.97	3.254		26	6	
	0.91	3.214		21	7	

.2016

	0.97	3.123		29	8	
	0.95	3.120		23	9	
	0.86	3.103		32	10	
	0.93	3.100		30	11	
	0.87	3.094		31	12	
	0.97	3.094		22	13	
	1.00	3.088		28	14	
	0.86	3.080		33	15	
	0.96	3.060		27	16	
	0.88	3.028		34	17	
	0.63	3.180				

"	"	(19)	(5)
	(3.410)		
(25)		(0.81)	
			"
		(3.373)	"
"	(20)		(0.99)
	(3.370)	"	
"	(34)	(0.87)	
	"		
.(0.63)			(3.028)

()

(2006)

:

()

.(6)

()

(6)

()

	0.89	3.256		2	1	
	0.88	3.234		3	2	
	0.88	3.174		15	3	
	0.96	3.165		4	4	
	0.99	3.165		9	5	
	0.91	3.162) .(...	14	6	
	0.91	3.162		16	7	
	0.93	3.157) (...	12	8	
	0.94	3.148		7	9	

	0.84	3.123		6	10
	0.85	3.108		17	11
	0.91	3.103		8	12
	0.92	3.097		10	13
	0.91	3.094		5	14
	0.95	3.077		13	15
	1.01	3.054		11	16
	0.89	3.034		1	17
	064	3.136			

" (2) (6)

"

(0.89)

(3.256)

"

(3)

(3.234)

"

"

(15)

(0.88)

(3.174)

"

(1)

(0.88)

.2016

"

"

.(0.89)

(3.034)

(2006)

Eyo, Joshua &)

(2012)

(Crystal, 2011)

(Esuong, 2010)

(2001)

(2012)

(Hart,2005)

:
":

($0.05 = \alpha$)

:

("

.(7)

()

(7)

()

0.64	3.127		
0.56	3.197		
0.60	3.100		
0.57	3.273		
0.46	2.778	200	
0.49	3.304	500 200	
0.43	3.752	500	
0.44	2.843	300	
0.56	3.266	600 300	
0.44	3.768	600	

(7)

()

()

(8)

()

()

(8)

()

0.000	18.989	3.270	1	3.270	
0.002	9.372	1.614	1	1.614	
0.000	35.738	6.154	2	12.307	
0.000	42.630	7.340	2	14.680	
		0.172	344	59.231	
			350	124.559	

(0.05= α)

(8)

(7)

()

()

(2010) (Eyo, Joshua & Esuong, 2010)
(2012) (2012)
(2008) (2012)
(0.05= α) (8)
(7)

(2008)
(0.05= α) (8)
()
(9)

(9)

500	200 500	200		
3.752	3.304	2.778		Games-Howell
			2.778	200
		0.526	3.304	500 200
	0.448	0.974	3.752	500

(500)

(9)

(500-200)

(200)

(500)

(200)

(500-200)

.(500-200)

(0.05= α)

8

()

(10)

(10)

600	300 600	300		
3.768	3.266	2.843		Games-Howell
			2.843	300
		0.423	3.266	600 300
	0.502	0.924	3.768	600

600)

(10)

(300)

(

(600-300)

(600)

(300)

(600-300)

.(600-300)

500

5

(400)

500

% 89.4

.(2013) % 10.6

."

- -

500

:

:

.1

.2

.3

.(1997) .

:

.(1988) .

.(2012) .

3

.(2011) .

.(2000) .

.(2008) .

.269-237 (1) 24

.(2006) .

.196 -169 (2) 22

1993-1921

.(1997) .

.(2003) .

.(2004) .

.(2002) .

.(2006) .

.(2010) .

.(2011) .

2013/2012

.(2013) .

.(1982) .

.(1999) .

.(1998) .

2014/9/10

.(2013) .

<http://www.khaberni.com/more-93634>

.(2001) .

1994 (3)

.(1994) .

.2013/10/15 :

[www.moe.gov.jo/Departments/DepartmentsMenuDetails.aspx?MenuID=324
&DepartmentID=5](http://www.moe.gov.jo/Departments/DepartmentsMenuDetails.aspx?MenuID=324&DepartmentID=5)

.(2006).

.(2006-2005)

.(2013) .

.2013/10/10 :

.2013 (69)

[www.moe.gov.jo/Departments/DepartmentsMenuDetails.aspx?MenuID=325
&DepartmentID=5](http://www.moe.gov.jo/Departments/DepartmentsMenuDetails.aspx?MenuID=325&DepartmentID=5)

()

.(2012) .

Crystal, Li. (2011). " Life Satisfaction among New Arrivals from Mainland China in Secondary Schools in Hong Kong", Unpublished Master Dissertation, University of Hong Kong, Japan.

Eyo, Mary, Joshua, Akon & Esvong, Aniekan. (2010). Attitude of Secondary School Students Towards Guidance and Counseling services in Cross River State. Edo Journal of Counseling, 3 (1), 87-99.

Hart, D. (2005). Rising to the Challenge: Are High School Graduates Prepared for College and Work?, Achieve, Inc, New York.

Lerner, J. (2003). *Learning Disabilities: Theories, Diagnosis and Teaching Strategies*. Boston: Houghton Mifflin Company.

Petrosino Pamela, Spiegel, Lisa.(2005). *No Parent Left Behind: A Guide to Working with your Child's School* . ERIC. ED 489624.

U.S. Department of Education. (1994). " *Connecting Families and Schools to help our children succeed*.