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## **Yarmouk University Students' Perceptions of the Educational Environment in the Light of Some of the Variables**

**Wesal Hani Al- Omari**  
**Ahmad Abdullah Al- Shraifin**

### **Abstract**

This study aimed at investigating Yarmouk university students' perceptions of the educational environment, and whether these perceptions vary according to: gender, the type of college, the level of satisfaction with the specialty, and the current level of academic achievement. To achieve the aims of the study, the researchers applied educational environment questionnaire consisting of (49) items. The study sample consisted of (506) male and female undergraduate students. The results showed that the level of students' perceptions was moderate, and that there were no statistical significant differences in these perceptions due to the variables of gender, the type of college, and the level of achievement. Finally, the study showed that there were statistical significant differences in their perceptions due to the variable the level of satisfaction with the specialty in the favor of students with the level of satisfaction highly And moderate.

Key words: Perceptions, Yarmouk University Students, Educational Environment.

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(Martin & Doweson, 2009)

" : (Urdan & Schenfelder, 2006, p.340)

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(Pianta, La Paro, & Hamre, 2008)

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(Chang 2003; Hughes et al. 1999; Wentzel, 2009)  
(Skinner, 2008)

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.(Rosenshine, 1995)

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(Pimparyon, Roff, McAleer,

.Poonchai, & Pemba, 2000)

(Eley, 1992; Kreber, 2003; Richardson, 2010)

(Bassaw et al, 2003; O'Brien, Chan,  
( Roff & McAleer, 2001) & Cho, 2008).

(Fraser, 2012; Goh & Khine, 2002)  
(Martin, Dunlop & Fraser,  
2007; Picketa & Fraser, 2009).

.(Ramsdon & Entustle, 1981)

(Bybee, 1993; Cuban, 1990; Prawat, 1992; Tobin,  
Tippins & Gallard, 1994)

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(AL-Qahtani, 1999)

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(DREEM)

(AL-Zidgali, 1999)

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(Pimparyon et al, 2000)

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(Roff, Mcaleer, Ifere, & Battacharya, 2001)

(AL-Sketty, 2003)

(DREEM)

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(885) (Sun, 2003)

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(Mayya & Roff, 2004)

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(Lakshmi, Lama, Shrestha, &  
Bhattacharga, 2008)  
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(Demirören, Palaoglu,  
Kemahli, Özyurda, Ayhan, 2008)  
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(AL-Qahtani, & Al-Sheikh, 2012)

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(Roff et al., 1997)

Students Perception ) : (50)  
 (1 7 13 16 20 22 24 25 38 44 47 48) (of Learning  
 (Students Perception of Teachers)  
 (2 6 8 9 18 29 32 37 39 40 50)  
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 (Students Perception of atmosphere) (5 10  
 (11 12 17 23 30 33 34 35 36 42 43 49)  
 28 46) (Students social self - perceptions)  
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(Logical Analysis)

(Construct validity)

(Co relational techniques) .

(Factor Analysis)

.(Mayya & Roff, 2004)

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.52	.54	29	.42	.63	4
.49	.55	30	.49	.64	5
.54	.58	31	.53	.71	6
.58	.64	32	.50	.68	7
.69	.74	33	.52	.62	8
.59	.65	34	.64	.75	9
.65	.67	35	.52	.73	10
.68	.70	36	.56	.72	11
.52	.61	37	.65	.79	12
.68	.72	38	.61	.70	13
.44	.49	39	.53	.68	14
.46	.58	40	.70	.81	15
.77	.79	41	.52	.69	16
.71	.79	42	.60	.67	17
.74	.84	43	.55	.63	18
.72	.82	44	.63	.72	19
.47	.66	45	.56	.67	20
.46	.70	46	.53	.62	21
.49	.72	47	.54	.70	22
.41	.64	48	.67	.73	23
.66	.82	49	.56	.64	24
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			1	** .768	** .685	
		1	** .812	** .749	** .494	
		** .691	** .686	** .743	** .467	
1	** .826	** .857	** .891	** .924	** .768	

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	.50887	3.5792	
	.42295	3.3593	
	.52814	3.6299	
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.262	1.261	.173	1	.173	
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.000	7.869	1.078	2	2.156	
.152	1.768	.242	3	.727	
		.137	498	68.230	
			506	6064.104	

(0.05 =  $\alpha$ ) \*



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		*	3.6295	
	*	.0818	3.5472	
*	-.1353(*)	.2171(*)	3.4479	

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.540	.377	.095	1	.095		Hotelling's Trace = .028 .016 =
.157	2.009	.357	1	.357		
.036	4.428	1.145	1	1.145		
.207	1.595	.381	1	.381		
.212	1.560	.425	1	.425		
.006	7.534	1.907	1	1.907		Hotelling's Trace = .018 .119 =
.228	1.457	.259	1	.259		
.152	2.056	.531	1	.531		
.435	.611	.146	1	.146		
.341	.908	.247	1	.247		
.046	3.088	.782	2	1.564		= Wilks' Lambda .933 .000 =
.043	3.174	.564	2	1.127		
.000	10.637	2.750	2	5.499		
.060	2.830	.676	2	1.353		
.000	12.157	3.309	2	6.617		

.504	.783	.198	3	.595		Wilks' = Lambda .952 = .055
.704	.469	.083	3	.250		
.005	4.407	1.139	3	3.417		
.178	1.648	.394	3	1.182		
.122	1.944	.529	3	1.587		
		.253	498	126.087		
		.178	498	88.424		
		.258	498	128.727		
		.239	498	119.053		
		.272	498	135.540		
			506	6612.863		
			506	5800.579		
			506	6808.156		
			506	5646.882		
			506	5968.653		

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		*	3.6295		
	*	.0823	3.5472		
*	.0993	.1815(*)	3.4479		
		*	3.3948		
	*	.0561	3.3387		
*	.0774	.1335(*)	3.2614		
		*	3.7190		
	*	.1356(*)	3.5833		
*	.2122(*)	.3479(*)	3.3711		
		*	3.3540		
	*	.0848	3.2692		
*	.0869	.1717(*)	3.1823		
		*	3.4557		
	*	.0458	3.4099		
*	-.3340(*)	.3798(*)	3.0759		

(0.05 =  $\alpha$ )

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			*	3.4704		
		*	-.1187	3.5891		
	*	-.1079	-.2267(*)	3.6971		
*	-.1495	-.2575(*)	-.3762(*)	3.8466		

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(0.05 =  $\alpha$ )

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(Mayya & Roff, 2004)

(AL-Sketty, 2003)

(AL-Qahtani, & Al-Sheikh, 2012)

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(Sun, 2003)

(Pimparyon et al,

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(Roff, Mcaleer, Ifere, & Battacharya, 2001)

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(AL-hazimi et al, 2004)

(Bassaw, 2003)

(Mayya & Roff, 2004)



(Roff, Mcaleer, Ifere, & Battacharya, 2001)

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(Mayya & Roff, 2004) (Sun, 2003) al, 2000)  
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