الآية

قال تعالي:-

"يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ ۖ وَإِذَا قِيلَ انشُزُوا فَانشُزُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ"

صدق الله العظيم

سورة المجادلة الاية(11)

DEDICATION

Dedicate this research to my mother so dear

Dedicate this research to my father dear

Dedicate this research to my brothers and sisters loyal

Dedicate this research to my friends and my lovers the loyal

Dedicate this research to all my colleagues

THANKS AND APPRECIATION

First, thanks to God who helped me to complete this research.

And special thanks Dr. Manahil Sid Ahmed Mustafa Sid Ahmed who helped me to complete this research and take it out well.

Our thanks go to the Department of Applied Statistics teachers.

And we thank also to all those who contributed to bring this search to see the light.

ABSTRACT

The study aimed to analyze and find a canonical correlation to knowledge the relationship between the behavior of the students and finding the relationship between the variables of the study and the canonical variables, a questionnaire was distributed to the students the academic year for the third data collection

The study found the following results:

Through the analysis of the results of the canonical correlation for the first stage and the second and configuration of linear explanatory variables and the response. Find the value of the first canonical correlation greater than the second canonical correlation ,these findings are methodology consistent of analysis of the canonical correlation .The results of the correlation between the original variables and the canonical variables for the explanatory variables and the presence of significant correlation good with (x1, x3, x5, x6 ,x8,x9,x10) And also having a significant correlation good high by for response variables (y1,y2). And note that there is a strong correlation between the explanatory variables (x1,x2,x3,x4,x5,x6,x7,x8,x9,x10,x11) and response variables ("psychological acceptance of Lecturer (Instructor) from the point of view of the student (y1) , degree student in the final exam (y2) ").

The study recommended the following:

- Procedure similar studies on a larger scale to understand the relationship between the behaviors of students
- Whereas some of the variables in different areas of life with a non-linear behavior and possibly second-degree or more, when studied with other variables, there is no problem that we draw attention to an analysis of the canonical correlation so to understand the behavior of those variables and their relationship with each other

المستخلص

هدفت الدراسة الي تحليل و ايجاد الارتباط القانوني للمعرفة العلاقة بين سلوك الطلاب وايجاد العلاقة بين متغيرات الدراسة والمتغيرات القانونية ، تم توزيع استبيان علي طلاب العام الدراسي الثالث للجمع البيانات.

وتوصلت الدراسة الي النتائج التالية:-

من خلال تحليل نتائج الارتباط قانوني للمرحلة الأولى والثانية وتكوين المتغيرات التفسيرية الخطية والاستجابة .ظهر لنا قيمة الارتباط قانوني الأول اعلي من قيمة الارتباط قانوني الثاني، هذه النتائج هي منهجية متسقة لتحليل الارتباط قانوني ايضا نجد ان نتائج العلاقة بين المتغيرات الأصلية للمتغيرات التفسيرية (X1، X3.X2، X4 X5، X6، X7 X8، X9، X10 ,X11) جيدة معنوية مع المتغيرات قانونية(v1,v2) وأيضا وجود علاقة ذات دلالة جيدة بين متغيرات الاستجابة (Y1,Y2) ومتغييرات القانونية (u1,u2) , ونلاحظ أن هناك علاقة قوية بين المتغيرات التفسيرية(X1، X2، X3، X4، X5، X6، X7، X8، X9، X10، X11) والمتغيرات استجابة (درجة الطالب في الامتحان النهائي , Y1 والتقبل النفسي للمحاضر من وجهة نطر الطالب (Y2),)

واوصت الدراسة بالتالي:-

- إجراء دراسات مماثلة على نطاق أوسع لفهم العلاقة بين سلوكيات الطلاب في تحديد مستوى الطلاب في المواد الدراسية.
- هنالك بعض من المتغيرات في مختلف مجالات الحياة مع السلوك غير الخطية، وربما من الدرجة الثانية أو أكثر، عند دراستها مع المتغيرات الأخرى، ليست هناك مشكلة أن نلفت الانتباه إلى تحليل الارتباط القانوني من المتغيرات لفهم سلوك هذه المتغيرات وعلاقتها مع بعضها البعض

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