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2010/08 /24

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿ وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴾

[ 78 : ] صدق الله العظيم

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(2010 – 2009)

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## **Abstract:**

This study aimed to identify and explore the strategic techniques used by the teachers of Math in the Lower Basic Stage in Bethlehem District to overcome the obstacles and problems of teaching Mathematics.

The population of the study included all the teachers of Math who work in the schools of Bethlehem Administration for the school year (2009-2010). The population of the study was (233) teachers.

The study adopted the descriptive research in which the researcher designed a questionnaire as the instrument of the study. It was divided into three parts: the first one included general information about the sample's individuals. The second part included (22) paragraphs to investigate the teachers' perception of solving problems in teaching Math. The last part of the questionnaire included the obstacles which face the teachers in teaching Math, and it also included (22) paragraphs.

We showed the instrument of the study (questionnaire) to (10) experts in order to examine its validity and stability. The experts were all teachers who work in the field of teaching whether in schools or universities.

Ten questionnaires were distributed haphazardly to ten teachers in different schools to check the validity and stability of the study instrument. Furthermore, the researcher used the statistical analysis (Cronbach Alpha) which proved that the instrument of the study is reliable and valid.

The results of the statistical analysis showed that:

The degree of the teachers' perception of using the strategy of solving problems was average, and the most teachers agreed that the method of solving the problems improves and develops the students' scientific thoughts. The degree obstacles using of the method of solving problems was average, and the most common problem was the study load which does not give enough time for planning a lesson by using the method of solving the problems.

There are statistical significant differences at the significant among the expectations average of the primary schools' teachers for their perception level of using the method of solving the problems in teaching Math according to the years of experience variable.

There are statistical significant differences at the significant among the expectations average of the primary schools' teachers for their perception level of using the method of solving the problems in teaching Math according

to supervising side variable. These differences were with the side of the teachers who work in the governmental schools.

There are statistical significant differences at the significant among the expectations average of the primary schools' teachers for their perception level of using the method of solving the problems in teaching Math according to sex variable. These differences were with the side of the male teachers.

There are statistical significant differences at the significant among the expectations average of the primary schools' teachers for their perception level of using the method of solving the problems in teaching Math according to supervising side variable. These differences were with the side of the teachers who work in the privet schools.

In the light of the study results, the researcher would suggest some recommendations that would be useful:

1. Making studies about the strategies of solving the problems of all the school classes and courses.
2. Making training courses and sessions for teachers to enable them using the strategy of solving the problems and apply this strategy with the students inside the class room.

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-: (Jonassen, 2004) -

-: (Ollhof, 2004) -

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(Jonassen, 2004)

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- .Identification -1
- .Definition -2
- .Exploring -3
- .Acting Ideas -4
- .Looking Effects -5

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(Christensen, 2001)

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(Musser, Burger,

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$(0.05 \geq \alpha)$

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(2006 – 2005)

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(206)

(325)

(300)

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(103)

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(103)



**:(2006)**

(338)

. (2005 - 2004)

( $0.05 \geq \alpha$ )

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( $0.05 \geq \alpha$ )

**:(2006)**

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( $0.05 \geq \alpha$ )

**:(2002)**

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(25)

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(ANOVA)

ANOVA

(253)

(153)

(406)

(%80)

(45)

(9)

(9)

(18)

(4)

: (2001)

(%49)

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(%33)

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(0.74)

(0.05 $\geq\alpha$ )

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:(1999)

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(52)

(26)

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(

(0.05=  $\alpha$ )

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(18)

.1996 -1995

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**:(1994)**

(129)

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-: (0.001 =  $\alpha$ )

-: -3

.(%51.1)

.(%6.8)

.(%42.1)

**:(1992)**

(92)

(32)

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-:

**:(1989)**

(360)

1988 /87

(24)

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**:(1988)**

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**:(1987)**

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(76)

(35)

:(1984)

(20)

1983/1984

%35

%60

%65

%50

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(0.15-)



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(Hall, 2002)

:(Giuliano, 2002)

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**:(Ishida, 1979)**

Kota  
(34)

(68)

**(Janel kay, 1996)**

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**:(Lisa – Pericdla, et al .1992)**

**:(Odafe, 1986)**

**(Visa, 1985) :**

**:(Pilato, 1984)**

**:(Broad Foot, 1980)**

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**1.3**

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**3.3**

**4.3**

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: **1.3**

: **2.3**

: (233) (2010/2009)

. 121 :  
. 61 :  
. 51 :

:(1.3)

%34.3	80	
%65.7	153	
%24.5	57	
%67.0	156	
%8.6	20	
%24.0	56	
%51.9	121	
%14.2	33	
%9.9	23	
%31.3	73	5
%29.2	68	10-5
%39.5	92	10
%51.9	121	
%26.2	61	
%21.9	51	

: 4.3

(44)

(1= 2 = 3= 4= 5= ) :



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5.3

(1 )

(Pearson Correlation)

.(3.3) (2.3)

**(Pearson Correlation)**

**:(2.3)**

	( )			( )		
0.001	0.50**	.12		0.001	0.41**	.1
0.001	0.50**	.13		0.001	0.53**	.2
0.001	0.46**	.14		0.001	0.48**	.3
0.001	0.49**	.15		0.021	0.15**	.4
0.001	0.62**	.16		0.556	-0.04	.5
0.001	0.54**	.17		0.018	0.16**	.6
0.001	0.59**	.18		0.535	0.04	.7
0.001	0.67**	.19		0.001	0.48**	.8
0.001	0.59**	.20		0.001	0.48**	.9
0.001	0.61**	.21		0.001	0.44**	.10
0.001	0.57**	.22		0.001	0.44**	.11

**(0.05)**

**\*\***

(Pearson Correlation)

:(3.3)

	( )			( )		
0.001	0.67**	.12		0.001	0.63**	.1
0.001	0.63**	.13		0.001	0.56**	.2
0.001	0.67**	.14		0.001	0.59**	.3
0.001	0.64**	.15		0.001	0.54**	.4
0.001	0.56**	.16		0.001	0.51**	.5
0.001	0.61**	.17		0.001	0.51**	.6
0.001	0.60**	.18		0.001	0.46**	.7
0.001	0.46**	.19		0.001	0.55**	.8
0.001	0.58**	.20		0.001	0.48**	.9
0.001	0.48**	.21		0.001	0.61**	.10
0.001	0.55**	.22		0.001	0.52**	.11

: 6.3

Cronbach )

.(4.3)

(Alpha

(Cronbach Alpha)

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0.78	22	233	
0.89	22	233	

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.(2.33 – 1.00)

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.(3.67 – 2.34)

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(5.00 – 3.68)

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**1.4**

**2.4**

**3.4**

: **1.4**

5

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4

(Pearson Correlation)

.SPSS

: **2.4**

: **1.2.4**

.(5.4)

:(1.4)

	0.79	4.26	
	0.80	4.21	
	0.77	4.17	
	0.73	4.15	
	0.81	4.09	
	0.76	4.09	
	0.79	4.09	
	0.66	4.09	
	0.77	4.06	
	0.83	4.02	
	0.77	4.00	
	0.81	3.96	
	0.80	3.88	
	0.79	3.86	
	0.90	3.75	
	0.91	3.72	
	0.82	3.71	
	0.85	3.71	
	0.91	2.29	
	1.00	2.19	
	0.92	2.18	
	0.98	2.11	
	<b>0.35</b>	<b>3.66</b>	

.(0.35)

(3.66)

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**2.2.4**

.(2.4)



:(2.4)

	0.86	3.96	
	0.88	3.93	
	0.92	3.90	
	0.85	3.88	
	0.94	3.82	
	0.95	3.81	
	0.90	3.74	
	0.98	3.73	
	1.01	3.69	
	0.96	3.65	
	0.87	3.64	
	0.88	3.61	
	0.94	3.61	
	0.90	3.57	
	0.98	3.57	
	0.91	3.56	
	1.13	3.55	
	0.90	3.53	
	0.93	3.47	
	0.89	3.45	
	0.99	3.43	
	1.04	3.41	
	<b>0.52</b>	<b>3.65</b>	

.(0.52)

(3.65)

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**3.4**

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**1.3.4**

.(3.4)

**:(3.4)**

0.31	3.70	80	
0.37	3.64	153	

(3.4)

(3.70)

.(3.64)

:

**2.3.4**

.(4.4)

:(4.4)

0.37	3.68	57	
0.35	3.66	156	
0.40	3.66	20	

(4.4)

(3.68)

.(3.66)

:

**3.3.4**

.(5.4)

:(5.4)

0.37	3.70	73	5
0.35	3.57	68	10-5
0.33	3.70	92	10

5

(3.70)

10

. 10-5

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**4.3.4**

.(6.4)

:(6.4)

0.35	3.69	56	
0.38	3.64	121	
0.24	3.71	33	
0.34	3.65	23	

(3.71)

(3.69)

.(3.64)

(3.65)

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5.3.4

.(7.4)

:(7.4)

0.38	3.68	121	
0.23	3.77	61	
0.36	3.51	51	

(3.68)

(3.77)

.(3.51)

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**6.3.4**

.(8.4)

:(8.4)

0.50	3.77	80	
0.53	3.60	153	

(8.4)

(3.77)

.(3.60)

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**7.3.4**

.(9.4)

:(9.4)

0.56	3.72	73	5
0.53	3.63	68	10-5
0.51	3.63	92	10

(9.4)

(3.72)

5

10-5

(3.63)

10

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**8.3.4**

.(10.4)

:(10.4)

0.51	3.72	56	
0.56	3.62	121	
0.46	3.72	33	
0.49	3.61	23	

(10.4)

(3.72)

(3.62)

.(3.61)

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**9.3.4**

.(11.4)

:(11.4)

0.45	3.68	57	
0.55	3.67	156	
0.62	3.54	20	



(11.4)

(3.67)

(3.68)

.(3.54)

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**10.3.4**

.(12.4)

:(12.4)

0.52	3.50	121	
0.48	3.94	61	
0.46	3.71	51	

(12.4)

(3.71)

(3.94)

.(3.50)

**1.5**

**2.5**

**1.2.5**

**1.1.2.5**

**2.1.2.5**

**3.1.2.5**

**4.1.2.5**

**5.1.2.5**

**2.2.5**

**1.2.2.5**

**2.2.2.5**

**3.2.2.5**

**4.2.2.5**

**5.2.2.5**

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: **1.2.5**

(5.4)

.(3.66)

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**1.1.2.5**

(7.4)

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	.(1997	)	(2001	)

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**1.1.2.5**

(4.4)

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(0.37)	(3.68)
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: **3.1.2.5**

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**4.1.2.5**

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**5.1.2.5**

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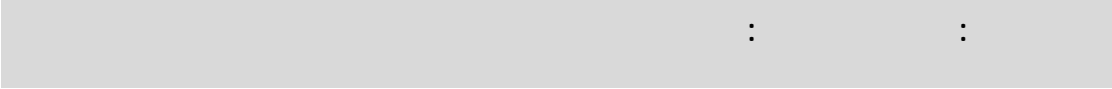
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Al-Quds University  
Faculty of Educational Science  
Graduate Studies Programs

بسم الله الرحمن الرحيم



جامعة القدس  
كلية العلوم التربوية  
برامج الدراسات العليا

الرقم: ب د ع/٧٦٤/١٢/١٠/٠٤  
التاريخ: ٢٠١٠/٠٤/٢٥

معالي أ. لميس العلمي المحترمة  
وزيرة التربية والتعليم العالي - رام الله

الموضوع: تسهيل مهمة

تحية طيبة وبعد،،  
تقوم الطالبة: نعمة عبد الرحمن عدوي ورقمها الجامعي (٢٠٨١١٧٣٢)، بدراسة تتعلق برسالة  
ماجستير بعنوان  
" إدراك معلمي المرحلة الأساسية الدنيا لاستخدام إستراتيجية حل المشكلات في تدريس  
الرياضيات ومعيقاتها في محافظة بيت لحم "  
لذا يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة أعلاه والتعاون معها في أعداد مجتمع  
الدراسة.

شاكرين لكم حسن تعاونكم

والله الموفق

د. محسن عدس  
منسق برنامج أساليب التدريس / كلية العلوم التربوية

(4)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Palestinian National Authority  
Ministry of Education & HE  
Directorate of Education \Bethlehem



السلطة الوطنية الفلسطينية  
وزارة التربية والتعليم العالي  
مديرية التربية والتعليم/بيت لحم



الرقم: ب/1/3

التاريخ: 2/5/2010

الموافق: 19/جمادى الأولى/1431هـ

مديري ومديرات المدارس الحكومية والخاصة المحترمين  
تحية طيبة وبعد،،،

#### الموضوع: تسهيل مهمة

لا مانع من تسهيل مهمة الطالبة نعمة عبد الرحمن صالح عدوي والسماح لها بتعبئة الاستبانة بعنوان (إدراك معلمي المرحلة الأساسية الدنيا لاستخدام إستراتيجية حل المشكلة في تدريس الرياضيات ومعيقاتها) من قبل معلمي ومعلمات الرياضيات للمرحلة الأساسية الدنيا في مدارسكم على ألا يؤثر ذلك على سير العملية التعليمية.  
ملاحظة: يرجى إعادة الاستبانة بعد تعبئتها إلى قسم الإشراف بالسرعة الممكنة.  
مع الاحترام

أ. عبد الله شكارنة



التعليم العام  
ن.ح/ب

هاتف: (00970-2741271/2) / فاكس: (00970-2-2744392)

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