

The perceptions of the permanent teachers in Bethlehem district towards the role of the supporting teacher in the development of the educational process according to cognitive theories

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Abstract:

The study aimed at investigating the perceptions of the permanent teachers in the Governorate of Bethlehem towards the role of the supporting teacher in developing the educational process in relation to the cognitive theories and their relation to some variables (gender, specialization, academic qualification, teaching experience, school location and school type).

The researcher used the descriptive approach to monitor the teachers' perceptions about the role of the supporting teacher in the development of the educational process. The study sample consisted of (116) teachers (17 males and 99 females) chosen by the cluster method. The study was conducted in the second semester of 2017 / 2018.

In order to achieve the objectives of the study, the researcher prepared a questionnaire consisting of (44) items, divided into four scales: planning for teaching, learning activities (student), teaching methods (teacher) and assessment. The researcher also prepared an interview card for a sample of teachers (6) in order to identify the roles the supporting teacher plays in the development of the educational process. The researcher used averages, standard deviations and relative weights to analyze the questionnaire. To test the study hypotheses, the t-test and the one-way ANOVA test were used.

The results revealed that the perceptions of the teachers living in Bethlehem towards the role of the supporting teacher in the development of the educational process according to the cognitive theory were enormous in all the study areas, and their order was teaching methods (teacher), learning activities (student), and planning for teaching and assessment. There were no differences in the perceptions of male and female teachers about the role of the supporting teacher

due to the variables (gender, specialization, qualification, place of school and type of school). The results of the study, however, showed differences in the perceptions of male and female teachers attributed to the variable of experience from 5-10 years.

The researcher recommended the need to develop the performance of the supporting teacher according to their training needs, and to take care of the views of the permanent teachers on the roles of supporting education, and the implementation of their proposals.