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Obstacles to the Education Support Program for higher elementary students in UNRWA schools from a pedagogical perspective, and suggestions concerning it

Abstract

This study aimed at investigating the obstacles of the program of supporting education for high primary level in UNRWA schools according to view of teachers and suggestions concerning it, through answering the following questions:

1. Are there statistically significant differences in the mean indicators of obstacles to education support for higher elementary level education from the a pedagogical perspective depending on the variables of gender, educational qualification, and years of experience and specialization?
2. Are there statistically significant differences in the mean indicators of effectiveness of education support for higher elementary level education from the a pedagogical perspective depending on the variables of gender, educational qualification, and years of experience and specialization?

The sample and the population of the study consisted of all teachers of Supporting education in UNRWA schools in the northern districts, 222 male and female in total, of whom 200 submitted completed questionnaires.

The researcher a questionnaire prepared by the researcher, content of the instrument validity and reliability was established, data was analyzed using, standard deviation, means, t- test, One way- ANOVA, Scheffee Test to find statistically significant deviation.

The results of the study were as follows:

Statistically significant differences in the calculated mean for Education Support teachers based on the gender variable, and in favor of male teachers.

Statistically significant differences in the calculated mean based on the experience variable, and in favor of teachers with over one year of experience.

Statistically significant differences in the calculated mean based on the educational qualification variable, and in favor of teachers carrying degrees higher than Bachelors.

No statistically significant differences in the calculated mean were found based on the specialization variable.

As for obstacles to the implementation of the Program, the study found statistically significant differences based on gender, and in favor of male teachers.

The study also found statistically significant differences in the calculated mean of obstacles to education support based on educational qualifications, and in favor of teachers carrying degrees higher than Bachelors.

No statistically significant differences in the calculated mean were found based on the experience variable.

The study also found statistically significant differences in the calculated mean of obstacles to education support based on specialization and in favor of teachers with a specialization in mathematics.

Among the recommendations of the study:

- Work to increase teachers' motivation to provide education support through the reduction of teaching burdens, increasing teacher salaries, and providing instructional materials on education support;
- Increase students' motivation to learn by presenting educational materials in a simple and well-structures way;
- School administration should cooperate with teachers providing education support in order for the Program to achieve its goals.

خلفية الدراسة

1.1 مقدمة :

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