

## **Abstract**

### **"Analytical Study of the Content of the Sixth Grade Science Book and The Teachers Attitudes toward It"**

Prepared by:

**Azzam Ihdoush**

Supervised By:

**Mohammad .S. Al-Amleh, Ph.D.**

This study aimed at investigating two basic sides, The first side was analyses of sixth grade science book, The second side was investigating the science teachers attitudes toward the science book in terms of objectives, content, the educational activities and evaluation.

The researcher tried to analyze the book through the following: The forms of scientific knowledge, the level of educational activities, the distribution of the evaluation questions on Bloom's educational objectives and the type of evaluating questions that this book contains.

Also, this study aimed at investigating the science teachers' attitudes toward the content of the book in terms of the objectives, the content, the activities and the evaluation methods.

This study aimed at answering ten questions, six questions were about the content and four questions were about the teachers' (males and females) attitudes toward the book.

The population of this study consisted of two separate populations; the science book and teachers who teach science for the sixth grade in the governmental schools in Hebron district. They were (88) teachers (48 males and 40 females).

Concerning to the content analysis, the researcher used special tools to achieve the purpose. The percentages were calculated.

Concerning to the teachers' attitudes toward the book the researcher built up a questionnaire of five scales.

The validity of the questionnaire was ensured by giving it to experts in the field of education and science. Also, the reliability coefficient was calculated using half-split method and it was 0.81 and the content reliability was 0.85 using Cronbach Alpha formula.

The questionnaire consisted of (40) items distributed equally on four elements of the curriculum to investigate the teachers' attitudes toward the book due to sex, years of experience and qualifications. In order to answer the questions of the study means and standard deviation were calculated.



The results of teacher attitudes toward the content of the book indicated the following:

The mean of the teachers responds was 3.33 nearly 67%. Followed by the mean of their attitudes toward the objectives with 3.9 and 3.8 toward the content, 3.6 toward the activities and 2.4 toward the evaluation.

There was no significant difference between the means of teachers' attitudes toward the elements of curriculum due to sex and qualifications.

There was a significant difference between teachers' attitudes toward the four elements of curriculum due to the short experience (less than five years).

The results of the study indicated the followings:

The book consists of 40% scientific facts, and scientific 37%, of scientific concepts and 22%, of scientific generalization and 1%, of other scientific knowledge.

The book contains (103) activities, 83% class activities and 17% to the other activities.

Concerning the level of directions that the content provides: The activities of the first level were 48%, while the other activities were 35%, then the third level activities which was 17%.

Concerning the evaluating questions as based on the educational objectives, the side of knowledge was 95% of the whole questions, while the other objectives were 5%.

Concerning the level of thinking as divided by Bloom, the knowledge side was 58%, the understanding side was 31.5%, the applying level was 35%, while the other levels were 7% from the whole questions.

Concerning the questions, the objective questions were 55%, while the essay questions were 45%.

In the light of the results of the study: The researcher recommended that the Ministry of Education should provide our school with new version of the book taking into consideration the balance between the questions based on the three objectives.

Also, to provide the content of science books with issues about our environment and adapt the level of students and cover their needs.

To work hard on providing the content of the science books with extra activities which motivate critical thinking.

To analyze and evaluate the new book of science and to be sure that it adopts scientific development.