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جامعة القدس
عمادة الدراسات العليا
كلية العلوم التربوية / أساليب التدريس

إجازة الرسالة

واقع استخدام معلمات العلوم في المرحلة الأساسية الدنيا للعروض العملية،
والصعوبات التي يواجهنها من وجهة نظرهن في مدارس القدس.

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نوقشت هذه الرسالة وأجيزت بتاريخ 6/26 / 2010م من لجنة المناقشة المدرجة أسماؤهم
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القدس - فلسطين

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إقرار:

أقر أنا مقدمة الرسالة أنها قدمت لجامعة القدس لنيل درجة الماجستير وأنها نتيجة أبحاثي الخاصة باستثناء ما تم الإشارة له حيثما ورد، وإن هذه الرسالة أو أي جزء منها لم يقدم لنيل أي درجة عليا لأي جامعة أو معهد.

التوقيع:

الاسم: صفاء موسى علي حسن.

التاريخ: ٢٦ / ٦ / ٢٠١٠ م

2010/2009

(332)

. (166)

(26)

. (26)

Cronbach)

(t-test) " "

(Alpha

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.(%79.76)

($\alpha \leq 0.05$)

.(%61.47)

$(\alpha \leq 0.05)$

$(\alpha \leq 0.05)$

Abstract

This study aims at identify the reality of the elementary science teachers' use of demonstrations and the difficulties they face from their own perspective in Jerusalem schools.

This study was carried out during the second semester of the scholastic year 2009/2010 where the study population consisted of all science teachers who teach Science subject from first grade to the fourth grade in both governmental and private schools in the city of Jerusalem; the total number of school teachers was (332). The study sample was selected according to the random stratified method, and it consisted of (166) school teachers. As for data collection, the researcher used the questionnaire as the study tool following a verification of its validity and reliability. The questionnaire was divided into two sections; the first section was intended to identify the reality of the elementary science teachers' use of demonstrations; it included (26) paragraphs. As for the second section of the questionnaire, its purpose was to identify the most important difficulties that face science teachers when they use demonstrations in teaching. It consisted of (26) paragraphs too

The researcher use statistical methods like means, percentiles, standard deviations, Pearson correlation, Cronbach Alpha, t-test and one way ANOVA test. Following data processing, the study revealed the following outcomes:

The reality of the elementary science teachers' use of demonstrations was at a high degree where the total percentage was (79.76%). The results also indicated that there were not any significant statistical differences at the level of ($\alpha \leq 0.05$) in the means of the reality of the elementary science teachers' use of demonstrations in Jerusalem schools related to years of experience, scientific qualification and supervising authority variables.

The results also showed that the degree of difficulties that face the elementary science teachers' use of demonstrations from their own perspective in Jerusalem schools was average in general where the total percentage was (61.47%). The results have shown that there are difficulties at a very large level due to the lack of lab assistants who help the teachers in their demonstrations beside the swelling of curriculum with information, concentration of the system of exams on knowledge that is related to memorization and rote learning and an increase in the teachers' weekly teaching loads.

The results also indicated that there were not any significant statistical differences at the level of ($\alpha \leq 0.05$) in the means of the difficulties facing science teachers when they use demonstrations from their own perspective in Jerusalem schools related to years of experience and scientific qualification variables. The results also showed that there are no significant statistical differences at the level of ($\alpha \leq 0.05$) in the means of the difficulties facing science teachers when they use demonstrations from their own perspective in Jerusalem schools due to the school supervising authority in favor of governmental schools.

In light of these outcomes, the researcher recommended the need to hold training courses for science teachers and to encourage them to attend such courses so as to train them on the intensive use of demonstrations in their classroom instruction. The study also recommends that the science teachers' school load be reduced in order to allow them use demonstrations and have enough time for preparation. Also equipment, tools and necessary teaching materials have to be available .

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