

The Extent of Science Teachers' Perceptions of Integrating Technological Pedagogical Content Knowledge Framework (TPACK) in their Teaching Process at the Upper Basic Stage Schools in Light of Some Variables.

Prepared by: Hiyam Yousef Daraweesh

Supervised by: Inas Aref Naser

Abstract:

This study aimed to identify the level of science teachers' perceptions of integrating Technological Pedagogical Content Knowledge framework (TPACK) in their teaching process in the upper basic stage schools, and exploring whether their perceptions are vary due to variables. To achieve the purposes of the study, the researcher adopted the descriptive method. A questionnaire and an interview were constructed by the researcher. Validity and reliability were calculated for the two instruments. The sample of the study consisted of (265) teachers (males and females) in the schools of (South Hebron, North Hebron, Hebron and Yatta) directorates in the academic year (2018-2019.)

The means and standard deviations, One Way "ANOVA", (t-test), (Cronbach Alpha). After data were collected and analyzed the researcher found that the degree of the level of science teachers' perceptions of integrating technological pedagogical content knowledge framework (TPACK) in their teaching process in the upper basic stage schools are medium. Moreover, there were statistically significant difference at the significant level ($\alpha \leq 0.05$) between the means scores of responses of teacher's perceptions of integrating technological pedagogical content knowledge framework (TPACK) in their teaching process in the upper basic stage schools due to gender, qualification, experience and directorate.

Based on those findings, the researcher recommended to lead science teachers to the importance of (TPACK) and joining in training courses before and through service with the necessity of using modern instruments to evaluate teachers who recognize (TPACK). And doing further studies and researches about (TPACK) .