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Abstract

This study aimed at revealing the component of the material environment of the Information technology curriculum for the higher basic stage from grade 5 to grade 9. It also aimed at evaluating these elements from the points of view of the teachers in Palestine, in order to offer suggestions to develop these elements.

For achieving the objectives of this study, an analysis of the elements of the material environment of the Information technology curriculum was undertaken which included means, instruments and materials. This analysis was repeated by a number of teachers, in order to test the validity of the analysis. On the basis of the analysis, the tool of the study (the checklist) was designed. It consisted of eight components. These components were: the computer (services, elements, mediators, storage), the second component consists of electrical instruments, the third non electrical sets and instruments, The fourth data boards, pictures, and maps, the fifth, drawing and architecture instruments, the sixth, stickers, the seventh handicrafts, the eighth other instruments and materials.

The instrument of the study was validated by exposing it to referees from university faculty members and referees including university faculty members and specialists in education and information technology teachers. The reliability of the instrument and of each of its components were calculated by Cronbach Alpha. Its value for the total questionnaire was (0.94). The population of the study consisted of all the teachers of information technology of the fifth to the ninth grades students in the government schools, private schools and UNRWA schools (N=197) in the districts of Bethlehem and Hebron. The checklist was distributed to all members of the population. The number of the returned checklists was 189 or (96%).

Results of the study were as follows:

The highest ratio of the available materials were those which were related to drawing and engineering with a percentage of (84.6%) then came figures, maps, boards tables and pictures of (72.1%). The least available materials were the handy instruments (54.4%). The value of the total degree of what is available and usable was (64.60) while the value of the total degree of what is available but not usable for all the components was (3.99).

The results also showed significant differences in the evaluation of the elements of the material environment due to the directorate and the location of the school. There were also significant differences in the

evaluation of the dimensions of the material environment of the information technology curriculum in favor of female schools in the first component which is related to computer. Whereas in the handy instruments, for male schools is (55.1%).

The researcher recommended that the elements of the curriculum of the information technology should be available especially the instruments that are used by hand. Also, there should be guidebooks that clarify the concepts and the activities of the curriculum and the number of the courses for the teachers of the information technology should be increased.

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جدول رقم (1.3): توزيع مجتمع الدراسة حسب متغيرات الدراسة

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1.36	65.38		
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2.25	54.98		
14.36	55.36		
2.25	52.36		
4.80	54.08		
0.27	73.21		
1.03	74.36		
5.78	70.58		
1.04	72.41		
2.02	72.64		
4.25	82.63		
1.36	86.35		
5.36	84.39		
0.58	84.24		
2.88	84.40		
1.45	58.25		
0.03	56.34		
4.32	57.36		
1.02	57.58		
1.70	57.37		
1.25	52.14		
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2.04	52.13		
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8.25	65.22		
2.58	68.25		
4.39	66.03		
7.51	53.36	حكومة	
6.23	52.45		
11.36	54.98		
8.36	53.62		
1.83	71.36	حكومة	
1.63	73.47		
2.76	74.35		
2.07	73.06		
3.24	82.53	حكومة	
2.42	83.35		
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0.21	57.98		
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0.45	53.11		
0.48	52.14		
1.08	52.19		
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4.51	54.37	مدنية	
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0.73	72.35	مدنية	
2.53	71.47		
1.76	72.32		
1.67	72.04		
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2.36	84.36		
2.91	83.08		
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2.21	56.97		
1.99	56.11		
1.32	52.32	مدنية	
1.47	54.11		
1.58	53.14		
1.45	53.19		
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((3.12) (4.4)
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6.46	64.43	ذکور)
0.13	67.64		
1.46	66.32		
2.68	66.13		
7.23	62.44	ذکور	(
2.36	65.21		
2.41	62.25		
4	63.3		
3.51	53.37	ذکور	
1.22	53.45		
2.26	54.96		
2.33	53.83		
4.73	71.99	ذکور	
3.13	72.47		
1.16	72.11		
3	72.19		
2.15	83.52	ذکور	
4.10	84.31		
0.96	84.36		
2.40	84.06		
1.02	54.97	ذکور	
0.32	55.38		
0.65	52.65		
0.66	54.33		
3.42	55.12	ذکور	
2.36	50.11		
1.78	52.14		
2.52	52.45		
2.36	63.38	ذکور	
3.12	61.27		
2.54	61.36		
2.67	62		
2.52	63.53		

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10.58	20	84.66	160	
6.35	12	24.87	47	
8.99	17	84.66	160	

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جدول رقم (7.4):
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النسبة المئوية للمتوفر والصالح	المديرية	المحور
83.55	جنوب الخليل	مختبر الحاسوب
84.65	وسط الخليل	
85.24	شمال الخليل	
84.35	بيت لحم	
84.44	الدرجة الكلية للمحور	
23.12	جنوب الخليل	شبكة الانترنت
24.12	وسط الخليل	
20.34	شمال الخليل	
24.15	بيت لحم	
22.93	الدرجة الكلية للمحور	
83.67	جنوب الخليل	أجهزة الحاسوب
84.56	وسط الخليل	
84.69	شمال الخليل	
86.32	بيت لحم	
84.81	الدرجة الكلية للمحور	
64.06	الدرجة الكلية	

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9.1.4

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(8.4) (6.12)

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82.33		مختبر الحاسوب
86.78		
85.26		
84.79		
24.12		
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24.24		
24.49		
80.19		
87.56		
84.47		
84.07		
64.36		

(6.12)

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10.1.4

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(9.4) (7.12)

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87.45		مختبر الحاسوب
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83.28		
84.80		
25.22		
25.13		
23.21		
24.52		
85.24		
84.57		
83.47		
84.42		
64.58		

(7.12) (9.4)

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11.1.4

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84.75		مختبر الحاسوب
88.01		
82.45		
85.07		
25.01		
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84.24		
86.57		
83.47		
84.76		
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وغالبية المكثفات المستخدمة في الدوائر الكهربائية

والإلكترونية هي مكثفات ثابتة ، أما المكثف المتغير: Variable Capacitor أي

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الملحق رقم (11): الأعداد والنسب المئوية لمجالات قائمة الرصد

10.58	20	84.66	160		.1
6.35	12	24.87	47		.2
8.99	17	84.66	160		.3
22.22	42	72.13	136		.4
5.29	10	40.74	77		.5
0.00	0	27.51	52		.6
7.41	14	44.44	84		.7
11.64	22	58.20	110		.8
11.11	21	69.84	132		.9
4.76	9	84.66	160		.10
0.00	0	32.80	62		.11
7.41	14	70.37	133		.12
4.23	8	60.32	114		.13
1.59	3	74.60	141		.14
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1.59	3	82.54	156		.16
0.00	0	79.89	151		.17
6.16		67.56		()
4.76	9	50.26	95		.18
1.59	3	93.65	177		.19
5.29	10	82.36	154		.20
11.11	21	83.07	157		.21

1.59	3	74.60	141		.22
0.00	0	60.32	114		.23
4.76	9	72.25	137		.24
0.00	0	3.17	6		.25
5.82	11	26.98	51		.26
13.23	28	83.60	161		.27
6.35	12	43.39	82		.28
1.59	3	65.08	123		.29
0.00	0	50.79	96		.30
0.00	0	71.43	135		.31
0.00	0	72.49	137		.32
4.23	8	65.61	124		.33
1.59	3	73.54	139		.34
6.35	12	89.95	174		.35
5.29	10	46.03	87	LCD	.36
0.00	0	58.73	111		.37
0.00	0	51.32	97		.38
0.00	0	85.66	163		.39
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4.23	8	73.02	138		.41
0.00	0	56.61	107		.42
10.05	19	75.66	143	()	.43
5.82	11	65.61	124		.44
7.41	14	73.02	138		.45
5.82	11	64.55	122		.46
0.00	0	98.41	186		.47
4.76	9	73.54	139		.48
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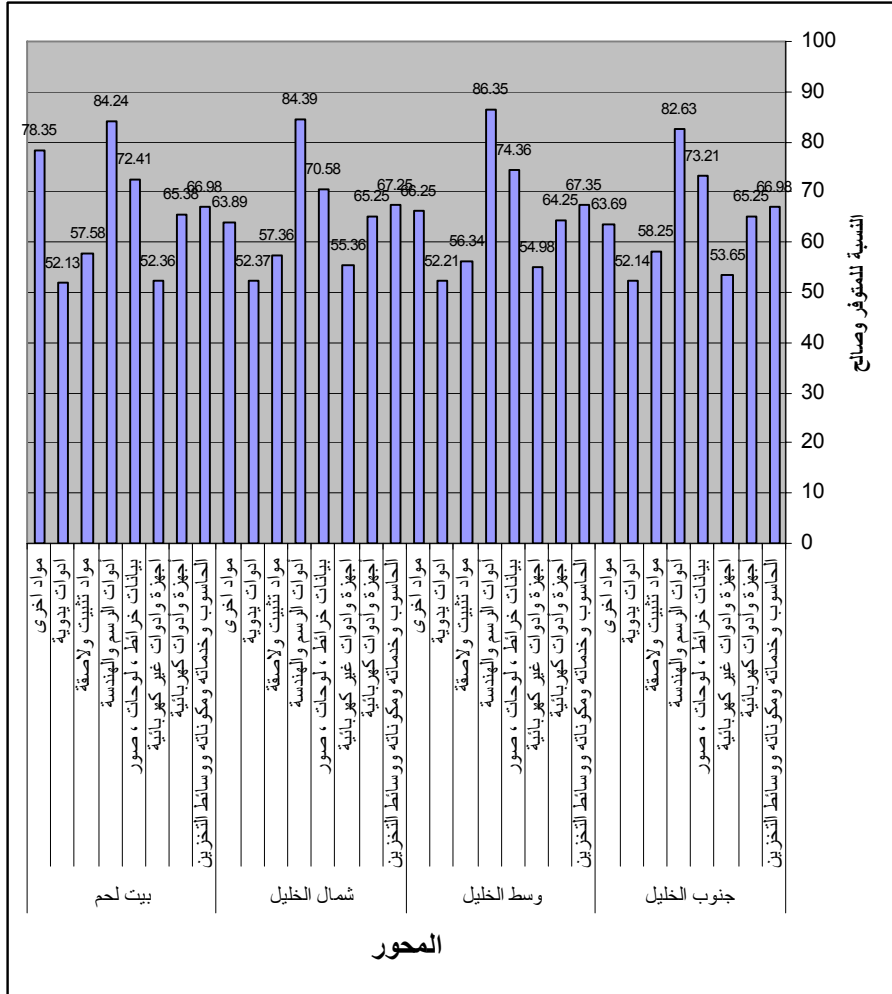
11.11	21	80.95	153		.50
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5.82	11	87.83	166		.54
6.88	13	90.48	171		.55
0.00	0	46.56	88		.56
4.76	9	34.39	65		.57
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2.12	4	97.88	185		.65
11.11	21	48.68	92		.66
11.64	22	35.98	68		.67
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1.59	3	58.20	110		.70
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5.29	10	79.37	150		.93
8.47	16	87.30	165		.94
2.12	4	71.96	136		.95
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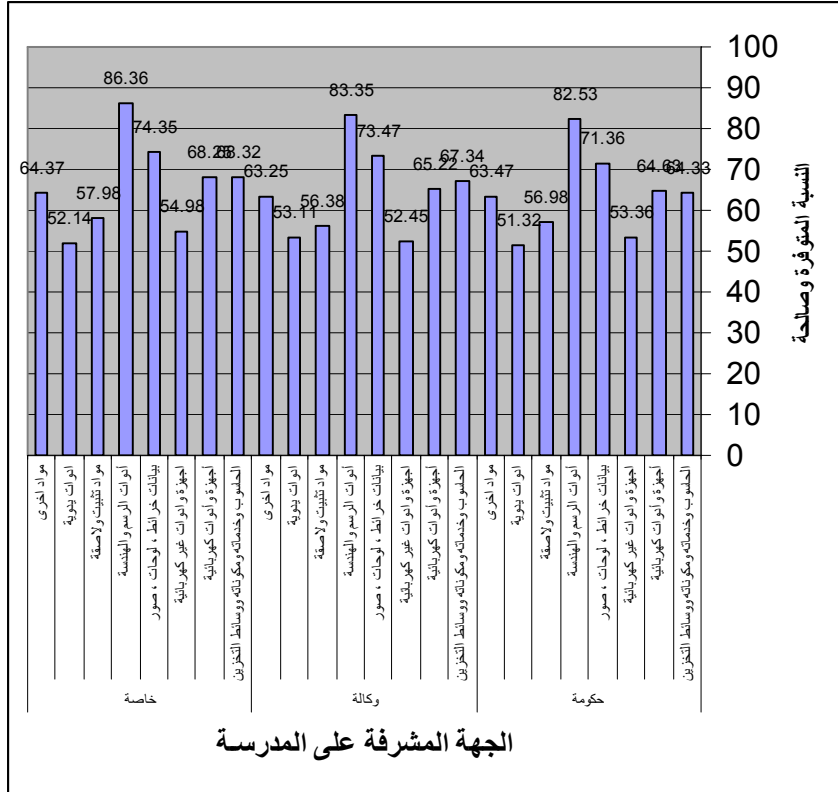
4.23	8	93.12	181		.101
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10.58	20	29.63	56		.108
0.00	0	69.31	131		.109
2.65	5	61.90	117		.110
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0.00	0	29.63	56		.114
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4.76	9	18.52	35		.118
4.76	9	57.14	108		.119
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0.00	0	96.83	183		.120
0.00	0	49.21	93		.121
0.00	0	100.00	189		.122
0.00	0	97.35	184		.123
0.00	0	60.85	115		.124
5.29	10	66.14	125		.125
0.00	0	75.13	142		.126
0.00	0	93.65	177		.127

18.52	35	67.72	128		.128
0.00	0	73.54	139		.129
0.00	0	92.59	175		.130
0.00	8	60.32	114		.131
0.00	0	42.33	80		.132
1.41	9	42.33	80		.133
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0.00	0	55.03	104		.135
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0.00	0	58.73	111		.138
0.00	0	55.56	105		.139
5.63	20	52.38	99		.140
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0.00	0	37.57	71		.143
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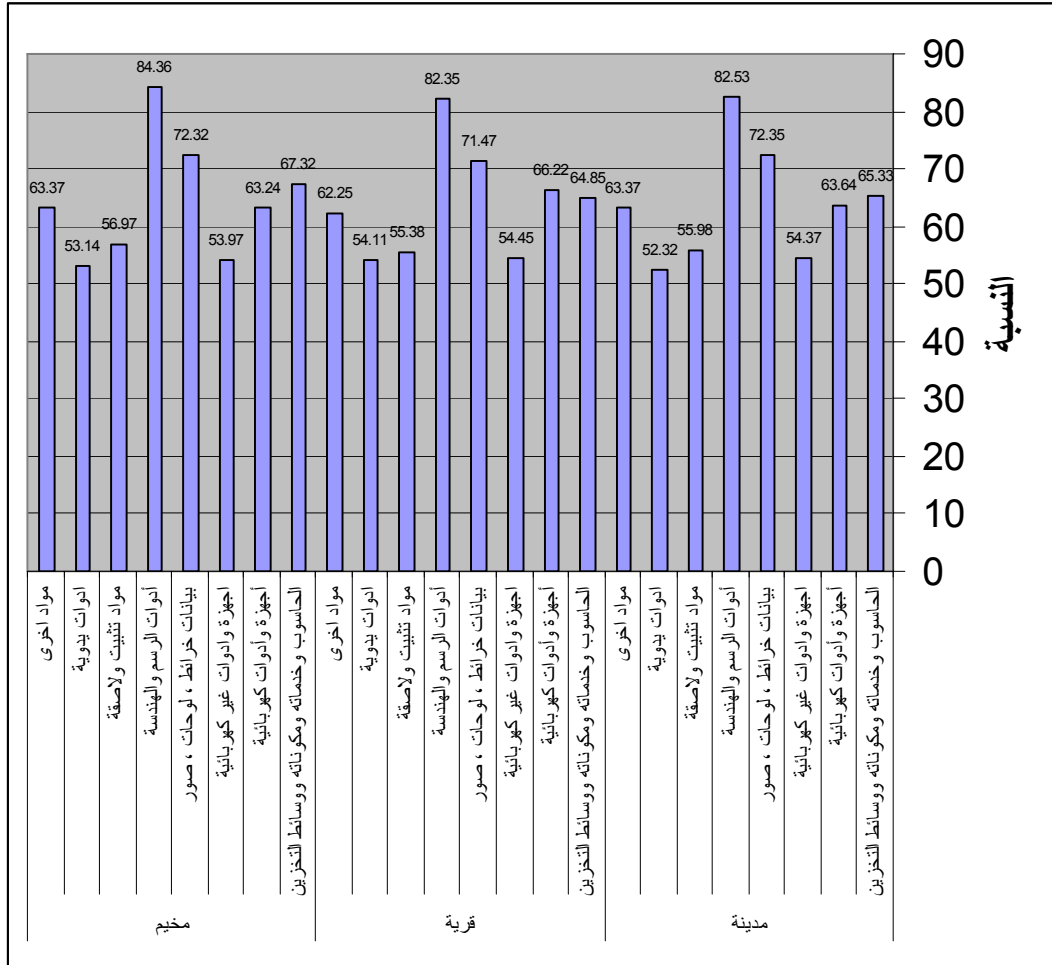
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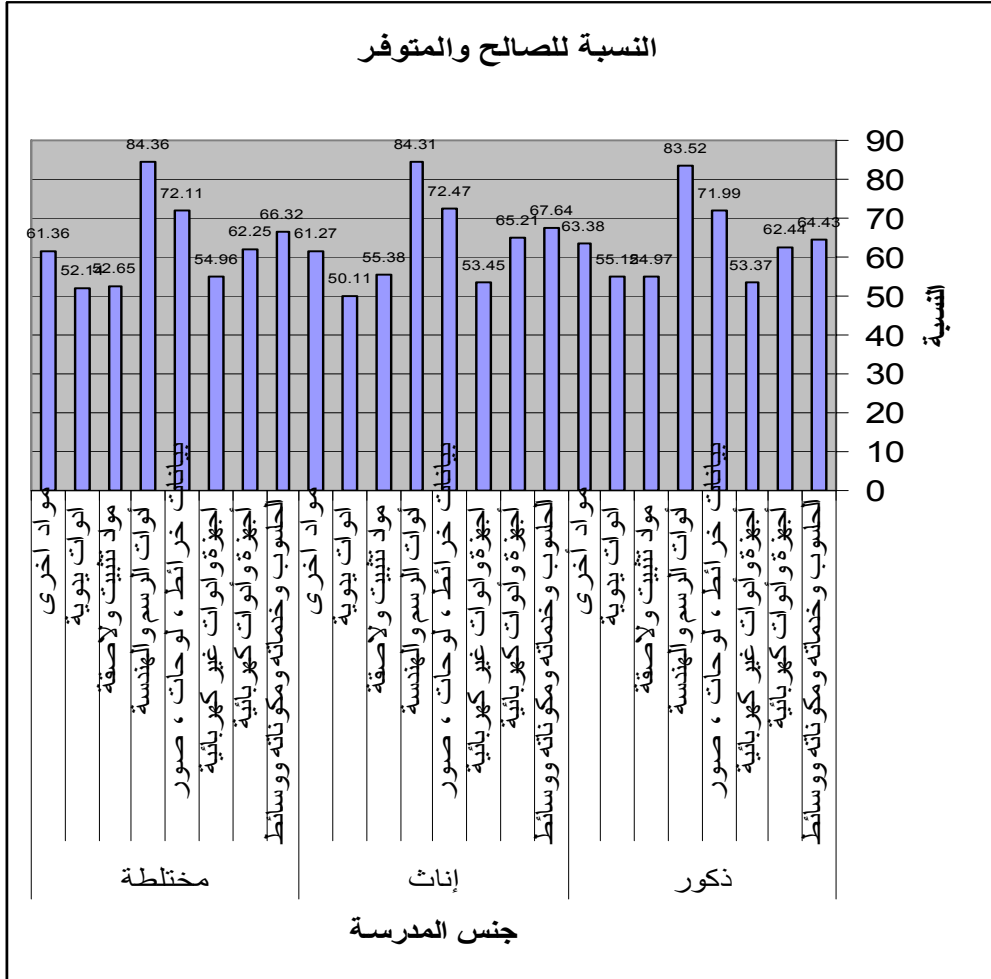
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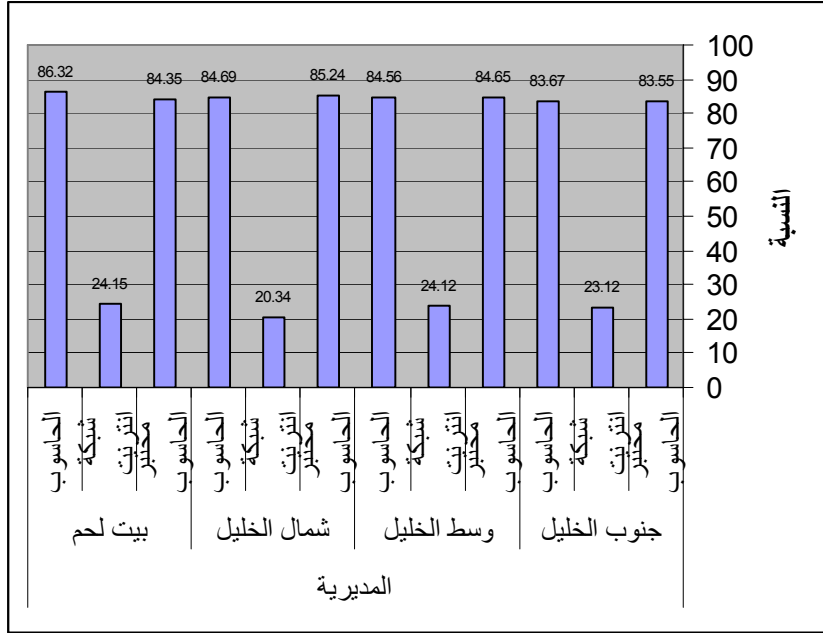
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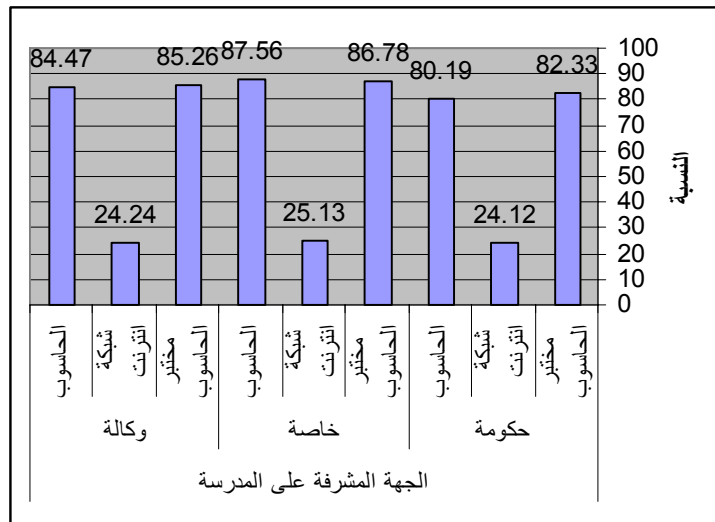
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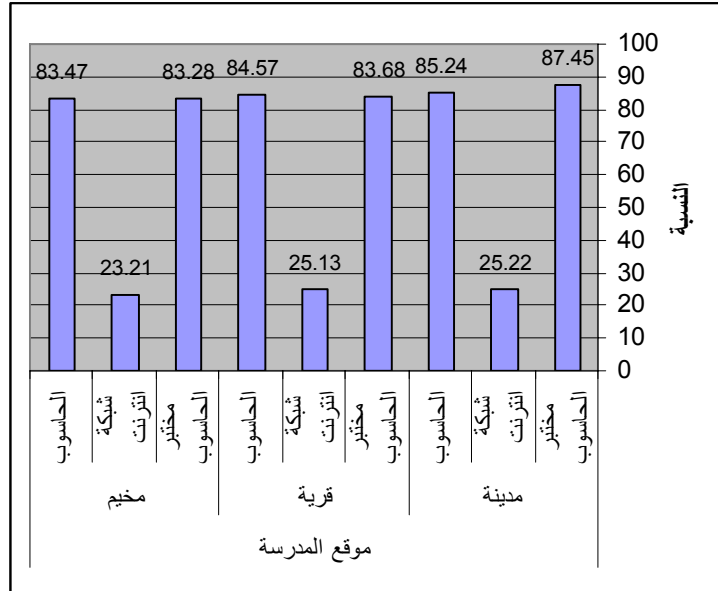
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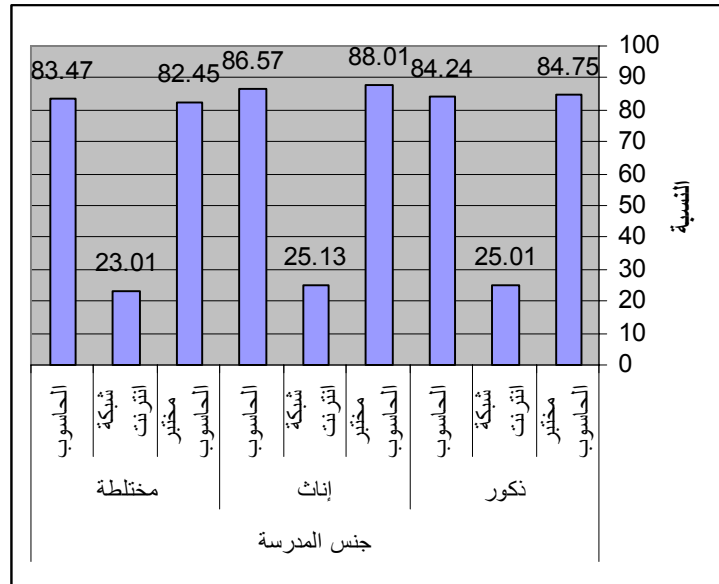
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162	()	6.12
163	()	7.12
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