

## **Abstract**

### **The Effect Of Using Electronic Learning Games On Fifth Grade Student's Achievement In Science In Ramallah And AL-Bireh Schools**

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These study aimed at examining the effect of using electronic learning games on academic achievement of fifth grade students in Ramallah and AL-Bireh schools in Palestine in the academic year 2010/2011, the study was set out to answer the following questions:

- What is the effectiveness of using electronic learning games on academic achievement for fifth grade students?
- Does gender affect on academic achievement for fifth grade students?
- Is there interaction between method of teaching ( Use of electronic learning games, and ordinary method) and gender on academic achievement for fifth grade students?

The study followed a quasi- experimental design. Its sample consisted of (114) male and female students from two schools of the Palestinian national authority, it was randomly divided

into four groups: Experimental males, experimental females, control males and control females. As for the tools of study, the researcher prepared electronic learning games, and special education plan for the use of electronic learning games, and achievement test. Both the electronic learning games and achievement test were implement on a pilot sample of (32) students chosen from the population, but not included in the main study sample, and used (test- retest) to calculate the achievement test reliability which was found 0.85.

The achievement test was implemented on the study groups before and after the experiment, the experimental groups were taught using the electronic learning games, while the control groups were taught by ordinary teaching. The data were statistically analyzed, the questions of the study were answered and the null hypotheses were tested using the analysis of co- variance (ANCOVA).

The results revealed that there were significant differences at the level of ( $\alpha \leq 0.05$ ) in achievement attributed to teaching method in favor of the experimental group that was learned by using the electronic learning games. The study also revealed that there no significant differences in the achievement of fifth grade students in science due to gender or interaction between the teaching method used and gender.

In the light of the study findings, the researcher suggests activate using the instructional electronic games in teaching science curricula.