

Abstract

Qadous , ALLam Esmail .The Extent of Science Teachers Knowledge of History and philosophy of Science in light of some Variables and its Relationship with supervisions' Assessment of science teacher's Instructional Performance , Yarmouk University 2003 Supervisor Dr . Ibrahim Rawshdeh.

This study aimed to investigating the extent of science teachers' knowledge of history and philosophy of science , and its relationship supervisonal evaluation for their teaching performance in light of some variables (sex , specialization academic qualifications ,level of classes they taught ,experience ,History and philosophy of science courses they studied at B,A level or not).

This study tried to answer the following questions .

- 1- What is the level of science teachers' knowledge History and philosophy of science in Light of some variables ?
- 2- Are there statistically significant differences ($0.05 \geq \alpha$) between the science teachers' supervisors' assessment attributed to their extent knowledge of history and philosophy of science.
- 3- Are there statistically Significant differences ($0.05 \geq \alpha$) between the science teachers averages on a test for a knowledge of history and philosophy of science , might be attributed to their (sex ,specialization ,academic education the stages they teach , experience institution at where there graduated , if they had been courses in history and philosophy of science or not ?

The population study consisted of all female and male science teachers at public schools in Nablus district .A randomly stratified sample was chosen ,it consisted of (124) male and female teachers it

represents (31%) of study population and its subjects were distributed between (45) schools in Nablus district .

To collect the study data a test of (35) items (multiple choice) was constructed , the test items are distributed on four domains (philosophy of science , nature of science ,scientist life , history of scientific knowledge).

The validity of the test was tested by a number of reference who are specialized in curriculum and educational science ,and its reliability (test –retest) is (0.86) and its cronbach α is (0.82).

The study data was collected and statistically analyzed , it resulted to :

- 1- The Science teachers percentages who achieved 50% and more on the science history and philosophy test and the Mean of their achieved was (17.6) and (St.D) was (5.15) then that affinity who achieved the test in all domains (55.6%) , but these affinity were (38.7) at philosophy of science, (95.2 .) in nature of science ,(62.9)in scientist life and (62.1) in history of scientific knowledge .
- 2- There were several statistical differences between the science teachers knowledge for science history and philosophy , and supervisors' Assessment .
- 3- (a) .There were several statistical difference between the science teachers knowledge for science history and philosophy that might attributed to the stage they teach , and experience , these differences

preferences were for secondary stage according elementary stage , and high experience according low experience.

(b). There were no several statistical differences between the science teachers knowledge for science history and philosophy that attributed to (Sex, specialization , academic education, institution at where they graduated , if they had been courses in history and philosophy of science or not.

According to the study results , this study recommends holding preservice basing courses in these fields and offerins courses related to their at Palestinians Universities .and to increase the research and the studies in this field .