

*

)
(22) (((15) (15)) (2005/2004 (30)

(25)

()

.1

)

.(1995

(2000)
.(1981)

-
Bruner,)

-
.(1977

.(1985)

(1996)

2006/8/16

.2007/5/31

*

/

(Gagne')

.(Maxim, 1995)

(Joyce, 1972)

.(1993)

.(Bruner,1963)

2005/2004

.(1988)

(1988)

- 2005/2004

" 1990)

.(1989

" 2005/2004

.1

2005/2004

(0.05 = α)

.2

.3

2005/2004

.3

:

.1

- 2005/2004

:

.1

-

:

(30)

.2

"

2005/2004

(22)

2005/2004

.3

= α)

(%80)

.(0.05

.2

:

.4

(0.05 = α)

"

:

." 2005/2004

:

-

:

:

-1

) :

() :

() :

(

.() :

:

-

. 2005/2004

-2

2005/2004

:

(84-11)

.1

(58)

(25)

.2

.()

(1984))

.(

:"

.(%80)

:(%80)

/(%50)

(2002) - /

) (

(557)

(30) (1995)

.(%60) .(Reyes & Smith, 1983)
(Michaelis, 1976)

.(Martorella, 1994)

(1999)

(%85)

(%80)

(%85)

(%78)

(%98)

(Hoge, 1999)

-

(172)

(1997)

-

)

(1672)

(

(45)

(56)

(32)

(24)

(23)

(19)

(42)

(%75)

(15)

(30)

(22)

(15)

(11)

(Saxe, 1992)

-

(379)

()

(18)

(25)

2005/2004

:

.1

-1)

	(25)		(
()	.1		
2005/2004		(58)	
()	.2		
	.3		.2
		(33)	
	(12)		.3
	.4	(5)	
	-	-	
	(2)		(2)
		(3)	
			.4
2005/2004	(10)	(45)	
-		(12)	
()		(25)	(25)
-	(3)		
			(1997)
()	/		
		%80)	
		(20)	(
			.5
		(18)	
2005/2004			
" :			(0.813)
			(25)

2005/2004 (%80) (0.05 = α)

2005/2004 () (0.05 = α)

" : (0.05 = α) .(1) (1)

" 2005/2004 (5.5) () .(0.05)

() .(2) .(20 % %80)

(1) ()

(25)

()	()					
1.699	*5.5	0.636	3,5	16.5	30	- -
				20	-	(%80)

.(0.05) *

(2)

()

(25)

()	()					
1.701	*2.7	0.8	3.1	18.1	15	
		0.83	3.2	15	15	

.(0.05) *

(15) (2)

() (0.05 = α) (18.1)

.(2.7)

(3) - (20)

(3) :

:

-

(%50) (%80)

(%80)

(20) - (25)

(4) - -

(4) (5)

(25)

- (12.5) - (%50) :

- %50

(4) (4) (20 -12.5) - (%80)

- (%80)

(3)

- -

		-		
		- (25)		
11	)	24		.1
	(
13	)	23.5		.2
	(
24	()	23		.3
23	()	22.5	-	.4
4	)	22		.5
	(

(4)

		- - (25)		
8	) (	9		.1
9	) (	9.5		.2
6	) (	10.7		.3
10	) (	11.8		.4
16	) (	7.8	(1881)	.5
12	) (	10.9		.6
21	()	10.9		.7
20	()	11		.8
22	()	11	(1840)	.9
25	()	11.6	(1920)	.10

.2

.3

. 2005/2004

.4

(0.05 = α)

(20 %80)

(16.5)

.1

(2002) :

.(Sax, 1992) (1997)

(0.05 = α)

.2

- -

.3

(15) (18.1)

:

.1

.2

.3

:

.1

-

.2

(25)

-

:

- -

()

.3

)

(

.4

()

/

:

:

.1

-

-

.2

:

.1

.2

(1881)

:

.3

-

(1840)

:

(1920

.1

		(2000-1999)		
.54-36	1 29		1988	
		2000		
		-	.131-97	11 3
	1995		1997	
		.116-102	1 24	
:	1999		1985	
			-	
.130 - 101		164-162		
	2005/2004		1981	
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Extent of Sharjah Arabic Private Schools' History Teachers' Empowerment knowledge of History Concepts

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ABSTRACT

The purpose of this study is to investigate the extent of Sharjah Arabic Private Schools' history teachers' empowerment knowledge of history concepts.

The random sample consisted of (30) teachers, (15) males and (15) females.

A multiple – choice achievement test of (15) items was developed by the researcher, its validity and reliability were established.

T- test and means, were applied in analyzing the data. Results revealed a generally low-level than the educationally accepted standard (80%). Also findings indicated a significant difference between means due to sex in favor of females.

Moreover, an obvious decline was noted in empowerment knowledge of (10) concepts out of (25) concepts, while a high acquisition of only (5) concepts was found.

Finally, some recommendations and suggestions were introduced for those concerned in the area of curriculum and instruction supervision and training, and for further research.

Keywords: Empowerment Knowledge of History Concepts, Social Studies, Teachers, Arabic Private Schools.

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