

Science Teachers' Attitudes towards Using Reading in Teaching Science in Relations to some Variables

"A Field study in Qaboos University and Faculties of Education in Omman"

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Abstract

The study aimed at investigatin science teachers' attitudes towards using science reading in the classroom and its relations to some educational variables.

To achieve the above aim, an attitude scale towards using reading in the classroom was developed. It consisted of 28 items in its final version after the validity and reliability of the test were checked and calculated.

The sample consisted of (172) science teachers from different schools of the Directorate General of Education in the Muscat Governs. These teachers teach science or one of its specific subject (biology, chemistry and physics) in second cycle of Basic Education (Grades 5-10), and Post Basic Education (Grades 11-12).

The results showed that the attitudes of science teachers towards using the reading in the science classroom were neutral. Moreover, the results showed significant differences between male teachers and female

teachers in attitudes towards using science reading in the science classroom in favour of female science teachers.

Furthermore, the results showed no significant differences in the science teachers' attitudes towards using reading in the science classroom due to the education institute where the teacher was graduated, the stage where the science teachers teach (basic education and post basic education), their specific subject (biology, chemistry and physics) and the years of teacher experience in teaching science.

A number of recommendations and suggestions were proposed in light of the above results. The first recommendation is that the teacher education institute should teach and train science student teachers how to use reading in the science classroom, secondly, the Ministry of Education has a big role to play to change science teacher attitudes towards using reading in science classroom by stating aims in the curriculum documents about reading and its importance in science. Another recommendation is conducting more research in the area of using reading in the science classroom.