

Degree of Social Studies Teachers' Practice of Map Skills in the Upper Elementary Stage at (UNRWA) Schools in Jordan

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Abstract

The study aimed to investigate the degree of social studies teachers' practice of map skills in the upper elementary stage at UNRWA schools in Jordan. The study sample consisted of (72) teachers; (32) male teachers comprising (44%) and (40) female teachers comprising (56%). For the purpose of conducting the study the researcher developed a survey questionnaire consisting of (55) items distributed among seven domains as follows: (selecting the right map, displaying the map, presenting the map, understanding the map, using the map in assessment, protecting the map from damage and directing the map). The reliability and validity of the survey items were checked. Research results showed that the total degree of the teachers' practice of map skills was generally high within the mean score of (229,63) equal to (83.5%). The degree of the teachers' practice of map skills was high on all the domains of the survey questionnaire. Results showed that using the map in assessment ranked first, displaying the map ranked second, presenting the map ranked third, selecting the right map ranked fourth, understanding the map ranked fifth, directing the map ranked sixth and protecting the map from damage ranked seventh. Forty three items of the questionnaire

scored a high degree of teaching practice, while (12) items scored a moderate degree. Findings of the study also revealed that there were statistically no significant differences between teachers' practice of map skills that were attributed to the variables of gender, qualifications, and field of specialization. However, results of the study revealed that there were statistically significant differences that were attributed to the teaching experience variable in favor of those teachers who have (more than 10 years) teaching experience on the domains : selecting the right map, displaying the map , understanding the map, protecting the map from damage and directing the map. However, results of the study revealed that there were statistically significant differences on the whole domains between teachers of less than five years of teaching experience and those who have 5 years to less than ten years teaching experience in favor of the latter. Results also revealed that there were statistically significant differences between teachers who have less than five years teaching experience and those who have teaching experience of ten years and more in favor of the latter .

Key words: Practice degree, teachers of social studies, upper elementary stage, UNRWA schools.

For the paper in Arabic see pages (375-421).