

The Difficulties of Implementing the New Palestinian Curriculum for the Low Basic stage from Teachers Perspective in the governorate of Jenin.

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Abstract

This study aimed at identifying the difficulties of implementing the new Palestinian curriculum for the first basic stage from the point of view of the teachers in Jenin governorate. To achieve the objective of the study, the researcher developed a questionnaire and verified its validity and stability. It was applied to a random sample of 250 teachers in the schools of Jenin Governorate during the second semester of 2017-2018. The researcher followed the descriptive approach to suit the purposes of the study.

After data collection and analysis, the study showed the following results: That there are administrative difficulties due to the heavy workload of the teacher, and that the most important difficulties related to the teacher are the incentives and lack of motivation to them, and that there are difficulties for the student and the lack of students' ability to content and the weakness of their possession of previous knowledge and experience necessary to learn the new curriculum, and there are difficulties in particular curriculum and method of structure and requirements To implement the activities contained in it, especially the Internet, and that the curriculum needs facilities and laboratories to be implemented and the lack of schools for equipped laboratories, as well as overcrowding and overcrowding increases the degree of difficulties facing the implementation of the curriculum. The study showed that there were no statistically significant differences at the level of ($\alpha \leq 0.05$) in estimating the difficulties facing the implementation of the Palestinian curriculum for the basic stage in Jenin Governorate due to the variables of the study (gender, experience) in estimating the difficulties facing the implementation of the Palestinian curriculum for the basic stage in Jenin Governorate due to the variables of the study: (scientific qualification, specialization of the teacher, the university from which the teacher graduated)

In light of these findings, the researcher recommended To define the general objectives of the new basic curriculum curriculum and its philosophy, and to find a balance between the size of the content of the curriculum of the basic stage and the quotas allocated for teaching, so that teachers can finish the course to the fullest, and achieve the desired educational goals within.