

Teachers' attitudes towards using Multimedia Software in Literacy Courses and adults learning in Al-Quenitra province

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Abstract

This study aimed to identify teachers attitudes towards the use of multimedia software in literacy classes, and the effect of the variables of the scientific level, the number of years of experience, and gender on these attitudes. The study included a sample of (70) teachers from the contractors with the Department of Adult Education and Cultural Development in the province of Quenitra for education in literacy classes for the year (2010).

The researcher used a questionnaire consisted of (30) items which carried the meaning of some negative and positive words. The results indicated: a presence of positive attitudes, but not high among teachers in the multimedia learning environments. Also there are significant differences between the average degrees of teacher's attitudes of literacy and adult education towards the use of multimedia software in the literacy courses depending on the variable level of education, in favour of teachers with institute certifications than teachers with university degree, or high school. It also pointed to the existence of statistically significant differences between the average degrees of teacher's attitudes of literacy

and adult education towards the use of multimedia software in the literacy courses depending on the variable of number of years of experience in favour of teachers with learning experience from 6 to 10 years on the rest of other experiences. The results showed that there were no differences in the attitudes of teachers towards the use of multimedia software in the literacy courses depending on gender's variable. Finally a number of recommendations and proposals emerged from the study.

For the paper in Arabic see pages (527-528)