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ABSTRACT

Performance Reality of basic and support Teachers in light of Bruner theory of cognitive structure from Learner's view at schools – North Gaza

The study aims at identifying the differences the between the appointment of teachers (support _basic) and the courses (Arabic- math – social studies – science and English) . the study also highlights the interaction between the variables of teacher's appointment and the courses in the light of Bruner theory of cognitive structure from leaser's view at governmental school. The sample is composed of 562 pupils at the upper basic and secondary stage at schools – north Gaza . The researcher has used an instrument for measuring Bruner theory as well as the following statistical methods averages, coefficient of correlation, and analysis of covariance (2 x 2) .

The study has reached the following findings:-

There are statistically significant differences between the basic and support teachers in the cognitive structure in favor of the basic teachers . There are statistically significant differences between the courses of Arabic , Math , social studies , science and English in favor of Arabic , Math and social studies .

There is a significant interaction between the variables of appointing teachers and the courses in the cognitive structure of teachers in teaching .

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(Bruner, 1987: 40) "

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(Stanners , et al , 1983)

(Jong & Hessler , 1986)

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(Goldsmith , et al , 1991)

(Britton & Gulgoz,1999)

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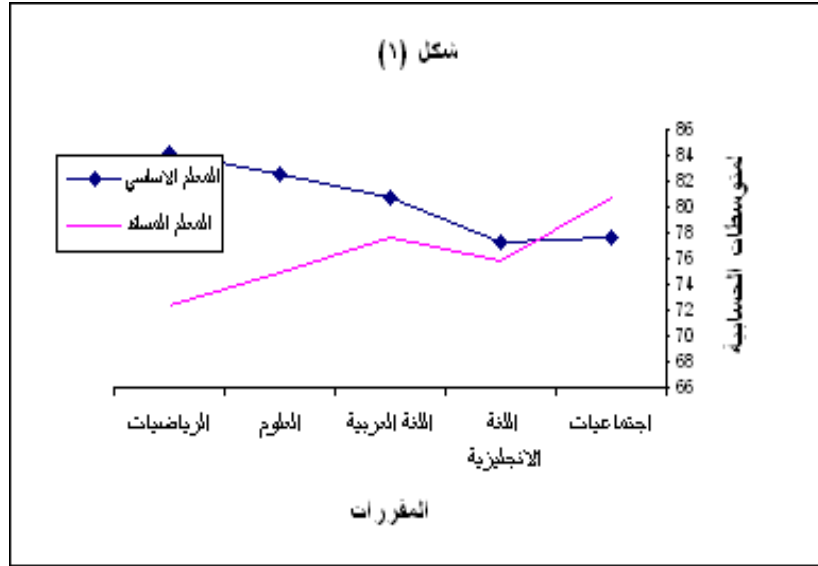
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