

[DOI: 10.20472/IAC.2016.023.051](https://doi.org/10.20472/IAC.2016.023.051)

NAHLA KHATIB
ARAB OPEN UNIVERSITY, JORDAN

ANALYSIS OF LEARNING DIFFICULTIES AMONG PRESERVICE STUDENTS TOWARDS SCIENCE EDUCATION

Abstract:

This study investigated several learning difficulties that affected the classroom learning experience of preservice students who are studying general science and methods of teaching science at Faculty of Educational Studies at the Arab Open University (AOU) in Amman, Jordan. This study was carried to find answers for the following questions:

1. What are the main areas of learning difficulties among Preservice Students towards Science Education?
2. What are the main aspects of reducing obstacles towards success in Science Education?

To achieve this goal the researcher prepared a questionnaire which included 30 items to point out the learning difficulties among preservice students towards science education. The questionnaire was distributed among students enrolled in the general science courses 1&2 and methods of teaching science courses. After collecting the filled questionnaire a descriptive statistical analysis were carried for the items of the questionnaire, after analyzing the data statistically our findings showed that student controlled factors, factors related to the nature of science, factors related to the role of instructor as well as course controlled factors affected students success toward science education. Suggestions are made on ways to minimize the problems based on understandings of attitudes and motivation as well as the understandings of how learning takes place. The study was concluded with a number of recommendations.

Key words:

Keywords:

preservice teachers, nature of science, science Education, Learning Difficulties.

JEL Classification: Z00