مستخلص الدراسة باللغة الإنجليزية
ABSTRACT

Title of study: The Role of Science Teachers in developing Third-grade High school Students' Scientific Values in K.S.A.

Study objectives: The study aims to indentify the role of science teachers in developing students' scientific values of third-grade of high school in K.S.A (by students and teachers).

Study methodology and tools: The author has used a descriptive approach and adopted two tools in collecting data:
First: A questionnaire about the importance level of scientific values and development of third-grade students (from students' and teachers' point of view).

Second: Questionnaire addressed to students to indentify the degree of teachers' development of scientific values from students' point of view.

The study sample was 138 teachers from High school and 612 students from third-grade of high school. For the analysis of the sample response, the author has implemented several approaches such as frequencies, percentages, averages, T-test and ANOVA analysis.

Important results: The researcher has come to a set of results:

1. The highest scientific value in terms of importance and level of development for students from high school teachers' point of view is appreciation of science and its techniques then appreciation of scientists.

2. The third-grade of high school teachers think that the lowest scientific values in term of importance are (self-appreciation, scientific accuracy, and acceptance of criticism), and in terms of development for students are (scientific curiosity, acceptance of criticism and self-appreciation), of course those results are set accordingly to their level of importance and development.

3. Third grade of high school students think that the highest scientific values that are developed by their science teachers are (scientific determination, appreciation of scientist, and science and its technique, scientific responsibility and flexible thinking).

4. The lowest scientific values that third grade of high school believe that their science teachers are developing are (scientific forgiveness, neutralism, accepting criticism, and self-appreciation)

5. From students' point of view, the measured means of students' grades in the development of science teachers for scientific values are less than the measured means for science values in terms of importance and development from teachers' point of view.

6. Science teachers' variables of qualification, years of experience, training courses, specialization nor type of schools have a clear impact on the importance level of scientific values and their development.

7. Geology teachers are the least developers of values in total (by students).

8. Physics and Biology teachers in public schools are more effective than others in developing students' self values.

9. Results indicates a high positive correlation at (0.01) significance level between all scientific values aspects, self scientific values, scientific values with others, or scientific values as whole in terms of importance.

Recommendations:
1. More consideration should be taken in developing self scientific values such as (scientific forgiveness, neutralism, accepting criticism, scientific curiosity, and self-appreciation) by third-grade of high school teachers for students throughout curriculum activities in and outside the classroom, and teaching relevant strategies.
2. Implying special terms which involve high school science teacher in developing scientific values within his profession's evaluation aspects.

Suggestion:
1. Prepare a study about the role of the training programs for science teachers in developing students' scientific values.
2. Executing studies on the reality of values development in other curriculums.