

THE RELATIONSHIP BETWEEN GRADE 5TH REASONING THINKING AND THEIR MOTIVATIONS TO LEARN SCIENCE

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ABSTRACT_ The aim of the study was to investigate the relationship between grade 5th reasoning thinking and their motivations to learn science. The researcher studied also the effect of gender, and school site on the reasoning thinking and motivations to learn science, a sample of (253) male and female students was stratified chosen, including (126) males and (127) females. For achieving the purpose of the study two instruments have been used: a reasoning thinking test which consists of (15) items and motivation to learn science questionnaire which consists of (20) items. Validity and reliability of both instruments were proved.

The study revealed the following results:

The percentage of reasoning thinking core of the 5th grade was (57.47 %) which is low, and the percentage of the motivation to learn science was (78.66 %) which is high. There were significant differences in the means of the reasoning thinking among students due to gender in favor to female. The results also show that There were significant differences in reasoning due to school site in favor to city school. A positive relationship was shown between the degree or reasoning thinking and motivation to learn science.

KEY WORDS: *Basic Stage, Reasoning Thinking, Motivation, Science Education.*