

**Kingdom of Saudi Arabia
Ministry of Higher Education
Al-Imam Muhammad ibn Saud Islamic University
Faculty of Social Sciences- Riyadh
Department of Education**



A proposed Program to Furnish First-year Secondary School Students Some Geographical skills

**A Thesis submitted to the Department of Education,
Faculty of Social Sciences, Al-Imam Muhammad ibn Saud
Islamic University in fulfillment of the requirements for
the PhD. Degree**

By

Hamad Bin Abdullah Mohammad Al-Khuwaiter

Supervised By

**Dr. / Ibraheem Hasan Al-Tubji
Professor, Department of Education**

1424 AH / 2003

In the name of God the Merciful

Thesis Abstract

This study is entitled "**A proposed Program to Furnish First-year Secondary School Students Some Geographical skills**". It aims to identify the availability of geographical skills in the secondary school's first year syllabus, the extent to which the teachers of geography at the secondary stage exercise them, and the impact of the proposed pilot program on providing students with the geographical skills. The study attempts to answer the following main question: What is the proposed pilot program to furnish the students of the secondary school's first year with some geographical skills? In addition, it aims to answer the following sub-questions:

1. To what extent the geographical skills are available in first year geography course at the secondary school stage?
2. To what extent do geography teachers at the secondary stage practice the geographical skills?
3. What are the standard norms upon which the proposed pilot program shall be created to provide the secondary school's first year students some geographical skills?
4. What is the impact of the proposed pilot program in providing the secondary school's first year students some geographical skills?

The study hypotheses are formulated as follows:

- A- There are no statistically significant differences at the level of significance (0.05) between the average scores of the experimental group and the control group with respect to the skill of reading the map?
- B- There are no statistically significant differences at the level of significance (0.05) between the average scores of the experimental group and the control group with respect to the skill of the geographic concepts acquisition?
- C- There is no statistically significant differences at the level of significance (0.05) between the average scores of the experimental group and the control group with respect to the skill of the of the geographical thinking?
- D- There are no statistically significant differences at the level of significance (0.05) between the average scores of the experimental group and the control group with respect to the skill of identifying the geographical environment in local communities?

To answer these questions of the study and to verify the validity of its hypotheses:

The researcher provides a theoretical presentation, which is based on the theoretical frameworks related to the subject of the study. In addition, the researcher reviews the previous studies that focused on teaching the geographical skills.

The researcher developed a list of geographical skills, which have been deduced from the geography course for the first year of secondary school using the descriptive analytical approach to identify what geographical skills are contained. He has prepared a questionnaire to identify the extent to which geography teachers at the secondary school practice the geographical skills, and has further prepared a pilot program to give the first-year students at the secondary stage some of the geographical skills. The researcher also developed a skill-oriented test to identify the effectiveness and impact of the proposed pilot program.

The study sample comprised (130) teachers of geography and (212) students of the first-grade of the secondary stage. They have been distributed into two groups where one is experimental and the other is a control group. The proposed pilot program has been applied on the study sample during the second term of the academic year 1422/1423 AH.

the study findings has been subjected to statistical treatment, which showed the superiority of experimental group over the control group in terms of statistical significance at level (0.01) between the average scores of the experimental group and the control group in favor of the experimental group.

In the light of the procedural steps of the experiment, the researcher has come up with the following findings:

1. The reality of teaching geography at the secondary stage depends on the traditional methods of teaching that depend on the teacher's delivery and the student's listening, which deprives the student from gaining many of the geographical skills;
2. The use of teaching aids is scarce under the reality of teaching geography at the secondary stage, except the use of the map that are not often identical to the subject of the lesson in form or content;
3. The teaching of geography at the secondary stage does not include educational activities associated with the teaching of geography, which helps with innovation, creativity and acquisition of geographic skills;

4. The teaching of geography in the secondary school stage does not allow opportunities for students to field applications, close identification of the local geographical environment, linkage of what has been learned with the surrounding geographical environment.

In the light of the study findings, the researcher presents the following recommendations:

1. Geographical skills should be included in the geography syllabus, so that they should be among the objectives of teaching geography in general education;
2. Geography teachers should be trained on practicing the geographical skills, and the provision of educational model, which enable mastery of those skills and provision of them to students;
3. Field studies should be included in the geography syllabus, and students should be prepared to connect what they have theoretically learned with the surrounding geographical environment in a form of an applied exercise at the end of each chapter.
4. Secondary schools should be provided with all teaching aids that are necessary to help students practice and gain a variety of geographical skills.
5. To diversify ways of teaching geography and to build teaching units which apply the teaching methods that guide the learner to research and exploration of geographic information, to participate effectively in the educational process, and to gain a variety of geographical skills;

In the light of the findings of the study, the researcher suggests conducting of the following similar studies:

1. Studies to identify the effectiveness of learning through guided discovery manner for developing the skills, tendencies and trends in the various stages of education;
2. Studies based on the experimentation of programs that use field studies as a geography laboratory and to identify their impact on the development of geographical skills in the various stages of education;
3. Studies to identify the impact of the use of self-education in improving the levels of learners in different stages of education in the aspects of skills;
4. Pilot studies that use modern strategies that are commensurate with the nature of the geography syllabi and measuring their impact on the students' acquisition of the skills of creative

geographic thinking, and other geographical skills consisting in the method of guided discovery, self-education and field environmental studies.