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Faculty of Social Sciences – Riyadh  
Department of Education**



**Effectiveness of Using the Concepts  
Maps' Strategy in Teaching the  
Jurisprudence Syllabus and its Impact  
on Academic Achievement and Zeal for  
the Subject among Students of the First-  
grade Secondary Stage**

**A thesis submitted to the Department of Education,  
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**By  
Ahmad bin Abdul Rahman Ibraheem Al-Juhaimi**

**Supervised By  
Dr. Abdullah Bin Sulaiman Al-Fahad  
Associate Professor, Department of Education**

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## **Thesis Abstract**

**Title of the study: "Effectiveness of Using the Concepts Maps' Strategy in Teaching the Jurisprudence Syllabus and its Impact on Academic Achievement and Zeal for the Subject among Students of the First-grade Secondary Stage"**

**By: Ahmad bin Abdul Rahman Ibraheem Al-Juhaimi**

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The purpose of this study is to investigate the effectiveness of Teaching the Jurisprudence Syllabus for the first grade of secondary stage using the strategy of concept maps and their impact on the academic achievement of pupils and retention of and zeal for the subject, where proposed specifications for the concepts maps' strategy has been prepared. Achievement test of multiple-choice type has also been prepared to measure learning achievement and maintenance of learning. A zeal measure is also prepared to measure the zeal of students for the subject of jurisprudence.

The quasi-experimental approach has been applied on the research sample who are (128) students of the first grade secondary school, distributed in two schools for boys in the city of Riyadh. He two schools were selected through the random cluster method, and then the two classes were selected at random for the experimental group which consisted of (40) students being those who completed their data and did not leak out during the experiment term. This group has been taught using the concept maps after training of the two teachers and providing them with the "Teacher's Guide" as well as providing students with the "Student's Guide". Concept maps have been created, controlled, and distributed to the experimental group's students after the completion of each lesson. The other two classes represented the control group consisting of (42) students being those who completed their data and did not leak out during the experiment term. The students of this group have been taught through the regular (Traditional) method. The achievement test (pre-lesson test, immediate post-lesson test, and postponed post-lesson test) has been applied on the two experimental and control groups after calculating the coefficient of ease and difficulty and review of the test and zeal measurement (pre-lesson and post-lesson). The validity and reliability of the study tools have been verified where the researcher used statistical processes such as Holsti equation to calculate the stability of concept maps correction, the t-test to calculate the parity among the study groups' total

scores and the jurisprudence subject scores, and their zeal for the subject. This is in addition to comparison between groups, and Black of Gain-Score to calculate the effectiveness of the concept maps method and the traditional method. ETA square ( $\eta^2$ ) has also been applied to measure the amount of influence of the traditional method and amount of influence of the concept maps as to learning achievement and maintenance, as well as measures of stability and rates of agreement.

The most important findings of the study:

- The researcher has created proposed specifications for the use of concept maps strategy in teaching the Jurisprudence subject for the first grade secondary school students, and had them verified by professionals and revised them according to their views.
- There exists of statistically significant differences at level (0.01) between the mean scores of students of the experimental group and control group in the immediate post-lesson achievement test as a whole in favor of the experimental group, where the percentage for the experimental group is (80.54), while the overall percentage for the control group (44.89).
- There exists of statistically significant differences at level (0.01) between the mean scores of students of the experimental group and control group in the postponed post-lesson achievement test as a whole in favor of the experimental group, where the percentage for the learning maintenance of the experimental group is (71.77), while the overall percentage for the control group (51.04).
- There exists of statistically significant differences at level (0.01) between the mean scores of students of the experimental group and control group in the post-lesson zeal in favor of the experimental group at an (3.91).

In the light of the findings of the study, the following are the most important recommendations made:

- senior officials of education in general, and senior officials of curriculum and teaching methods in particular shall pay attention to the modern learning theories and their educational applications, which emphasizes the positive learner's role in the development of school curricula
- Focusing on teaching methods that take interest in the meaningful learning such as the concept maps, which allow students to learn concepts based on the information available for his/her cognitive structure.

- Holding on-job training courses and educational seminars for jurisprudence supervisors and teachers, and qualifying them for and training them on the use of the concept maps strategy in teaching the subject.
- Training of students (teachers) at colleges of education on how to use and employ the concept maps strategy in the process of teaching and learning.

The researcher concluded the study by proposing a number of studies and future researches in complementation and continuation of the present study.