

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



The Most Significant Problems of the Curriculum of Jurisprudence for the Third Grade of Secondary Scientific Institutes from the Viewpoint of Teachers

A Thesis submitted to the Department of Education, Faculty of Social Sciences, Al-Imam Muhammad ibn Saud Islamic University in partial fulfillment of the requirements for the Masters Degree in Education with specialization in Curriculums & Methods of Teaching

**By
Fahad Bin Ibraheem Bin Abdul Mohsin Al-Dihaishi**

**Supervised By
Dr. / Fahad bin Abdulaziz Al-Dakheel
Assistant Professor, Department of Education**

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Thesis Abstract

The study comprises five chapters, bibliography of sources and references, and appendices.

The study questions are as follow:

1. What are the most significant problems of the curriculum of jurisprudence for the third grade of secondary scientific institutes in terms of: objectives, content, teaching methods, teaching aids, activity, and assessment, from the viewpoint of teachers?
2. Are there statistically significant differences between the views of teachers in scientific institutes with regards to the problems related to the curriculum of jurisprudence for the secondary third grade due to the variables of: specialization, qualifications, age, or experience?
3. What are the appropriate solutions to problems of the curriculum of jurisprudence for the third grade of secondary scientific institutes?

The study aimed to: find out the main problems of the curriculum of the fundamentals of jurisprudence for the secondary third grade of the scientific institutes in terms of: objectives, content, teaching methods, teaching aids, activity, and assessment, from the viewpoint of teachers. It further reveals the extent of difference of views of teachers about the problems of the fundamentals of jurisprudence due to differences in: specialization, qualifications, age or experience, and proposes appropriate solutions to address those problems.

The most noteworthy results of the study are:

A) Problems related to the objectives:

- Some students do not know the objectives of Fundamentals of Jurisprudence;
- Low attention of the objectives of Fundamentals of Jurisprudence to link students with books and references in the discipline of the Fundamentals of Jurisprudence
- Low attention of the objectives of Fundamentals of Jurisprudence to the development of the ability on how to reach the provisions of the jurisprudence of calamity;

B) Problems related to content:

- Inadvertence of the content of Fundamentals of Jurisprudence curriculum to the practical (applied) aspect;
- Focus of the content of Fundamentals of Jurisprudence curriculum on the knowledge aspect;

- The poor linkage between the content of the Fundamentals of Jurisprudence curriculum and the psychological needs of students
- C) Problems related to methods of teaching:
- Scarcity of training courses that allow the teacher to familiarize with the most appropriate teaching methods for the Fundamentals of Jurisprudence course
 - Lack of prepared specialized teachers for teaching the Fundamentals of Jurisprudence;
 - Lack of familiarity of teachers of the Fundamentals of Jurisprudence with methods of teaching books and researches
- D) Problems related to teaching aids:
- Lack of training courses for teachers to familiarize them with teaching aids and training on them
 - The Fundamentals of Jurisprudence course book lacks appropriate teaching aids to the teaching of its topics
 - Lack of appropriate teaching aids for the Fundamentals of Jurisprudence curriculum
- E) Problems related to activity:
- Nonuse of various activities (such as quizzes and researches) in the service of Fundamentals of Jurisprudence syllabus
 - Lack of interest of Fundamentals of Jurisprudence syllabus in the activity aspect
 - Lack of interest of the educational guidance in activities
- F) Problems related to the assessment:
- Lack of training courses aiming at familiarization of teachers of Fundamentals of Jurisprudence with the modern methods of assessment
 - Confinement of assessment in Fundamentals of Jurisprudence to measuring the student's ability to just rote learning
 - Confinement of assessment on written tests

The study findings reveal that there are no statistically significant differences among teachers of Fundamentals of Jurisprudence in all axes of the problems of Fundamentals of Jurisprudence curriculum due to the variable of age, experience or qualifications.

Amongst the main recommendations of the study is the conduction of training courses for teachers on: teaching methods, teaching aids, and assessment; providing institutes with teaching aids, books, and

researches on methods of teaching; paying attention to classroom and extra-classroom activity; Supporting topics of jurisprudence by illustrative examples and exercises; and other recommendations.