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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

AN ANALYSIS OF THE CONTEMPORARY GEOGRAPHIC EDUCATION IN THE PUBLIC SCHOOLS OF SAUDI ARABIA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirments for the

degree of

DOCTOR OF PHILOSOPHY

By

ABDULLAH A. ASSANEEA

Norman, Oklahoma

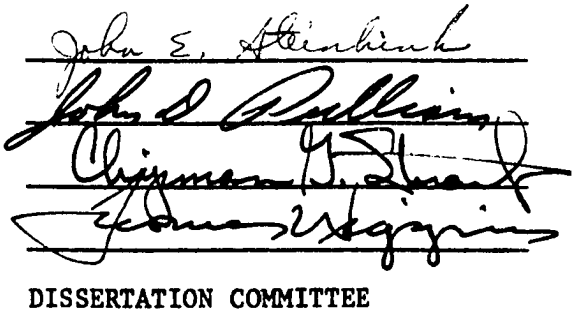
1975

AN ANALYSIS OF THE CONTEMPORARY GEOGRAPHIC

EDUCATION IN THE PUBLIC SCHOOLS

OF SAUDI ARABIA

APPROVED BY



DISSERTATION COMMITTEE

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Dedicated to:

My parents and country

My wife and family

My teachers and friends

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The writer is deeply indebted to his Chairman Dr. John E. Steinbrink and his Cochairman Dr. John D. Pulliam. Without their immeasurable intellectual and professional stimulation and support, this study would not have been possible. The writer also is especially indebted to Dr. Chipman G. Stuart and Dr. Thomas W. Wiggins, members of his dissertation committee, for their valuable suggestions and wise guidance throughout the doctoral program and during the preparation of this dissertation. Sincere gratitude is also expressed to Dr. Harry E. Hoy and Dr. John W. Morris for their helpful advice.

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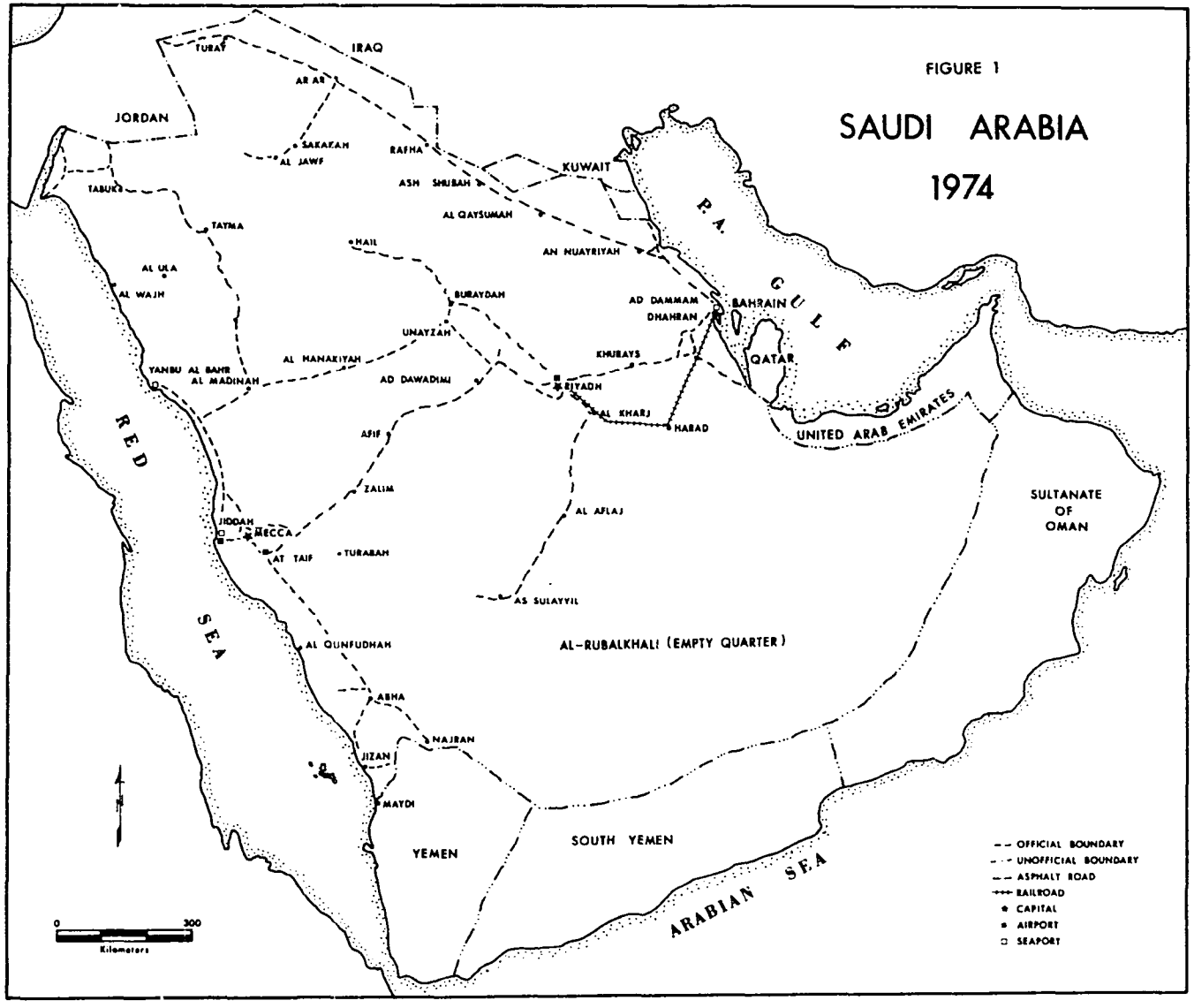
CHAPTER I

INTRODUCTION

Saudi Arabia is one of the largest countries in the Middle East. It occupies the major part of the Arabian Peninsula. It has an area of about 850,000 square miles. Population estimates range from six million to seven million. It is bordered on the north by the Arab states of Kuwait, Iraq, and Jordan; on the south by Yemen, South Yemen, and Sultanate of Oman; on the west by the Red Sea; and on the east by the Persian Arabian Gulf, Qatar and the United Arab Emirates (Figure 1, page 2).

Since this study deals with the investigation of geographic education in the public schools of Saudi Arabia, it is worthwhile to familiarize the reader with basic information about the educational system of the country and the background of the problem. Consequently, two topics will be presented here: the first is the general setting of the investigation which will deal with the educational system of Saudi Arabia; the second is background of the problem of this research.

FIGURE 1


SAUDI ARABIA
1974
IRAQ
JORDAN
KUWAIT
BAHRAIN
QATAR
UNITED ARAB EMIRATES
SULTANATE OF OMAN
YEMEN
SOUTH YEMEN
RED SEA
ARABIAN SEA
P.A. GULF
AL-RUBALKHALI (EMPTY QUARTER)
TURAIF
AR AR
SAKAKAH
AL JAWF
RAFHA
ASH SHUBAH
AL QAYSUMAH
AN NUAYRIYAH
TABUK
TAYMA
HAIL
AL ULA
AL WAJH
BURAYDAH
UNAYZAH
AL MANAKIYAH
YANBU AL BAHR
AL MADINAH
AD DAWADIMI
RIYADH
KHURAYS
AD DAMMAM
DHAHRAN
AL KHARJ
HARAD
ASIF
ZALIM
JIDDAH
MECCA
AT TAIF
TURABAH
AL AFLAJ
AS SULAYYIL
AL QUNFUDHAH
ABHA
NAJRAN
JIZAN
MAYDI
0
300
Kilometers
OFFICIAL BOUNDARY
UNOFFICIAL BOUNDARY
ASPHALT ROAD
RAILROAD
CAPITAL
AIRPORT
SEAPORT

The General Setting Of The Investigation.

Formal education in Saudi Arabia is recent. It was not until 1926 that the first formal elementary school was inaugurated. In that year the newly established Department of Education opened four formal elementary schools.[1]

Before 1926 education in Saudi Arabia was conducted at Katateeb[2] schools,and beyond this level it was available only to a very small segment of the population, generally the wealthy. At Katateeb school the Imam[3] was the only teacher, and the subjects taught were reading from the Koran,[4] some religious subjects, and writing. The learning method was rote memorization.

Since 1926 formal educational programs have developed very slowly. By 1953-1954 there were 326 elementary schools with enrollment of almost 44,000, and three secondary schools with about 500 students.[5]

A decisive point in the educational history of Saudi Arabia occurred in 1952 when the Ministry of Education was formed.[6] From that year until the present,a moderate number of educational programs have

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[1]Hassan Al-eshaikh "History of Educational Movement in the Kingdom of Saudi Arabia", Kafelat Azzait, Vol. 20 (1972),pp. 3-9, (in Arabic).

[2]See the definition of terms,page 21.

[3]See the definition of terms,page 21.

[4]See the definition of terms,page 21.

[5]Norman C. Walpole, and others, Area Handbook For Saudi Arabia, (Washington, D.C.: United States Government Printing Office, 1971),p. 93.

[6]Arab Information Center, Education in the Arab States, Information Paper No. 25 (January, 1966), p. 164.

been established. As Table 1 indicates, there was a considerable increase between 1953-54 and 1971-72.

Consequently, with the increase in educational programs, the government budget for education has increased rapidly. Table 2 summarizes the development of education budget in Saudi Arabia for the five years, 1967-68/1971-72.

Despite all the preceding educational programs, illiteracy is still a major problem in Saudi Arabia. It is a bitter fact to state that the current illiteracy rate ranges from seventy-five to eighty-five per cent of the country's total population.[1] Realizing this problem, the Ministry of Education in 1967 expanded the campaign against illiteracy by sending summer caravans to places where Bedouin gather. The ministry teachers stay with the Bedouin all summer and conduct formal and informal classes to combat illitercy.[2]

All levels and kinds of public schools are government funded. Also, all stages and types of public schools are free, including textbooks and other necessary materials. Students of higher education, teacher training institutes, vocational education, and those of religious secondary institutes receive monthly allowances ranging from 200 to 350 S.R.[3] Coeducation does not exist in the educational systems of Saudi

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[1] Humoud Badr, Public Relations Activities at Two Saudi Arabian Universities, (Unpublished doctoral dissertation, Michigan State University, 1972), p. 26

[2] Ibid., p. 26

[3] Abdulaziz Al-Jallal, Evaluation of the Vocational Schools in Saudi Arabia in Social and Economical Context (Unpublished doctoral dissertation, University of Colorado, 1973), p. 33.

TABLE 1

Schools, Students, and Teachers of Public and Private Education, 1971-1972.

Stages	Schools			Students		Teachers	
	Boys	Girls	Co-Educ.	Boys	Girls	Male	Female
Kindergarten	12	-	33	3999	2350	-	192
Elementary	1666	488	-	321043	153964	14111	5466
Intermediate	417	069	-	70183	13546	3524	669
Secondary	126	15	-	20035	2979	817	127
Teacher Training	018	45	-	7730	6723	594	355
Technical Education	007	-	-	899	-	257	-
Special Education	008	001	01	1155	132	244	55
Adult Education	624	-	-	46034	-	-	-[1]
Grand Total	2878	618	34	471078	179694	19547	6864[2]

[1]Other School Teachers

[2]Statistical Department, Ministry of Education, Saudi Arabia, Educational Statistics, 1971-72, p. 3.

TABLE 2

Development of Educational Budget in Saudi Arabia
For The Five Years 1967-1968 / 1971-1972
(In Thousand Saudi Riyals)[1]

School	1967-68 Sum & %	1968-69 Sum & %	1969-70 Sum & %	1070-71 Sum & %	1971-72 Sum & %
Ministry of Education	363.608 69.4%	388.984 65.1%	384.228 64.4%	427.158 64.2%	711.378 61.9%
Thagher Model Schools	2.840 0.5%	2.694 0.5%	2.347 0.4%	2.330 0.4%	5.046 0.4%
Assema Model Institute	1.073 0.2%	1.744 0.3%	1.739 0.3%	1.739 0.3%	3.896 0.3%
Girls' Education	74.40 14.2%	93.703 15.6%	95.440 16.0%	114.793 17.3%	239.299 20.8%
Religious Colleges and Institutes	26.762 5.1%	37.903 6.4%	37.449 6.3%	38.647 5.8%	50.464 4.4%
Islamic University	8.605 1.6%	9.057 1.5%	9.485 1.6%	9.226 1.4%	13.140 1.2%
Riyadh University	33.806 6.5%	44.553 6.5%	46.753 7.8%	50.858 7.6%	76.007 6.6%
College of Petroleum	12.858 5.5%	18.820 3.2%	19.147 3.2%	20.160 3.0%	21.643 1.9%
King Abdulaziz University	-	-	-	-	29.216 2.5%
Total	523.962 100%	597.459 100%	596.589 100%	664.911 100%	1.150.090[2] 100%

[1]At the present rates each U.S. $1.00 is equal to 3.50 Saudi Riyals (S.R.).

[2]Statistical Department, Ministry of Education, Saudi Arabia, Educational Statistics, 1971-72, p. 388.

Arabia except in some kindergardens and in some schools of special education (Table 1 page 5). Male teachers only teach in boys' schools, and vice versa.

In addition, all the subjects in the educational system of Saudi Arabia are highly prescribed, leaving no courses for the student to elect. Education in Saudi Arabia is not compulsory. Three reasons against compulsory education, were given in 1966 by the Saudi delegation to the Thirty-first International Conference on Education. The delegation's report sates:

> "Education is not compulsary in Saudi Arabia for three reasons; firstly, the population is vitally concerned with education and the children are sent to school without any compulsion being required; second, if the government made education compulsory it would run up against difficulties such as that arising from the large number of Bedouin nomads. To meet this problem the government has organized mobile schools, with satisfactory results. Finally, in Saudi Arabia the shortage of teachers is such that recruitment has to be made from fellow Arab Countries, but even there recruitment possibilities are limited.[1]

School Organization.

For the purpose of this investigation the current types and stages of educational programs of Saudi Arabia can be analyzed as follows:

First: General eduction.

Second: Technical education.

Third: Teacher training.

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[1]UNESCO, International Conference on Public Education, (Geneva: 1968), p. 57.

Fourth: Special education.

Fifth: Adult education.

Sixth: Night education.

Seventh: Higher education.

General Education (GE).

GE goes through separate stages as following:

1 - Kindergarten. The child usually starts this stage at the age of four or five. After a year or two he enters the elementary school.[1]

2 - The Elementary School (ES). ES starts at the first grade and continues through the sixth grade. This stage is the foundation of education in Saudi Arabia. Pupils usually enter this stage at the end of their sixth year of age. After completing the sixth grade, they take the public examination which is prepared and controlled by the central office in the Ministry of Education. Pupils who pass this examination will be awarded the Elementary Educational Certificate (EEC), which qualifies them to continue to the next stage.

3 - The Intermediate School (IS). Students enter this level after they have secured the (EEC). At the beginning of this stage a student would have completed at least his twelfth year of age. The Intermediate School consists of grades seven through nine. Students who complete this level also have to take a standard examination. The result of this test determines who will go to the next stage, which is the Secondary School.

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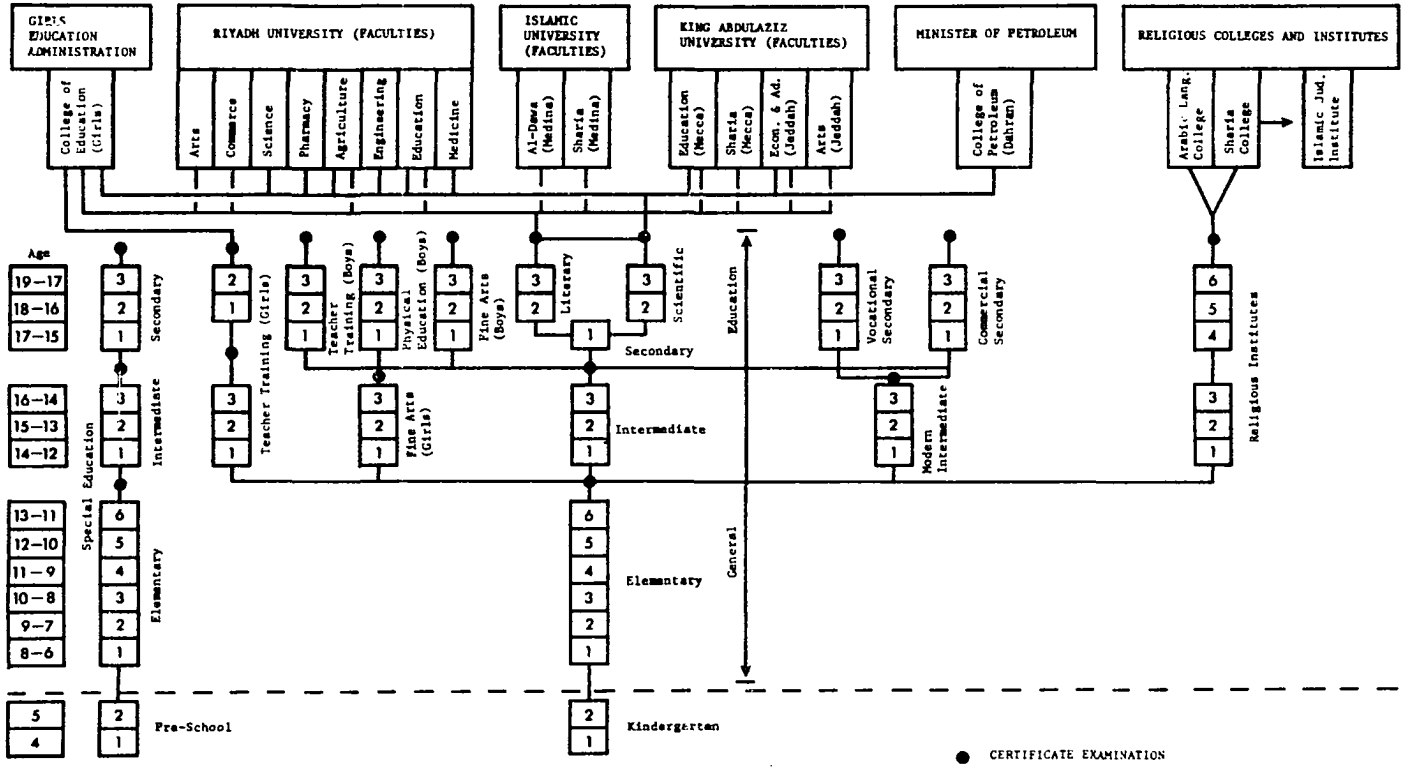
[1]See Figure 2, page 9 for more illustrations about all types and stages of education in Saudi Arabia.

FIGURE 2

THE EDUCATIONAL SYSTEM IN SAUDI ARABIA

1973 - 1974



Source: Ministry of Education, Educational Statistics, 1971-1972, P. O.

4 - Secondary School (SS). The student who enters the Secondary School is at least fifteen years old. In this program students study for three years, from tenth grade through the twelfth grade. There are two divisions in the Secondary School. After the completion of the tenth grade, students go either to the art or to the science division (See the definition of terms page 21), depending on the grades they have earned in the different subjects of the tenth grade (See Table 15, page 49). Those students who earned better grades in the life and physical science subjects will go to the science division, but those who earned better grades in the social science subjects go to the art division. At the end of the twelfth grade, students must take a standard test, and those who pass it are given the Secondary School Certificate (SSC) and can go to a college or university.

Second: Technical Education (TE).

There are two types of technical schools, the industrial school and the commercial school. Both schools are at the secondary level. Students study in these schools for three years and have to pass their final examination to obtain either the Vocational Secondary Education Certificate (VSEC) or the Commercial Secondary Education Certificate (CSES).

Third: Teacher Training Institutes (TTI).

Students are eligible to enter a teacher training program after they have successfully finished the Intermediate School. The duration of study is three school years, from tenth grade through the twelfth grade. These institutes prepare teachers for the elementary schools. At the

end of their third year students sit for a public examination held by the Ministry of Education, and those who pass this test are awarded the Elementary Teacher Training Certificate (ETTC).

Fourth: Special Education (SE).

At present there are two kinds of schools for handicapped students. One type of school is for blind students and the other type is for deaf students. Study at the blind school is of two types: academic and vocational. The academic type consists of six years of elementary school, three years of intermediate school, and three years of secondary school. It is also geared to prepare students for college. The vocational type has the same duration as the first one, but it is designed to produce students who are majoring in some kind of vocational education for the blind.

With regard to deaf students, only two institutes for them exist at the present time. One school is for males, and the other one is for females. Students are admitted at the elementary level, the intermediate level, and the secondary level.

Fifth: Adult Education (AE).

Adult education is provided by night schools for adults, whose ages are above the regular school age. These schools teach at the elementary level and are designed to reduce illiteracy. Students in these schools study four years and receive education which qualifies them to sit for the Elementary Education Certificate Examination.

Sixth: Night School (NS).

These are regular night schools. They are designed for those who cannot enroll in the day time school because of age or for economic reasons. These schools are at the intermediate and secondary levels, and they have the same programs as day schools.

Seventh: Higher Education (HE).

Students enter this type of education after they have obtained the Secondary School Certificate (SSC). Students who are graduated from the art division of the secondary school must go to art colleges and vice versa. Students study for four or five years depending on the college program they follow.

Authorities Supervising Education in Saudi Arabia.

Education in Saudi Arabia is controlled by several authorities. Each of these authorities has a specific area of responsibility. These authorities and their area of responsibility are as follows:

1 - The Ministry of Education. This government authority holds most of the educational responsibility. It regulates all types and stages of education for male students.[1]

2 - The President General for Girls Education. This authority is the counterpart of the Ministry of Education. While the Ministry of Education

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[1]For all the percentages of educational responsibilities held by different authorites in Saudi Arabia, see Table 3, page 14.

supervises the boys' education, this authority supervises the girls' education. It is an independent governmental authority headed by a chief administrator called President.

3 - The Ministry of Defense. This ministry operates schools at the elementary, intermediate, and secondary levels to provide education for the children of its staff. Moreover, it has different kinds of schools to prepare semi-professionals.

4 - The President General For Religious Colleges And Institutes. This independent governmental authority supervises a considerable number of Islamic religious institutes which are scattered across the country. These institutes are at the secondary level, grades seven through eleven. Also, this authority supervises two colleges: one is for Arabic literature and the other is for Islamic religion. The students of these colleges come from the Islamic religion institutes of this authority. Furthermore, this authority runs a Higher Judicial Institute which accepts students graduating from the Islamic College, or its equivalvent. It offers a program which leads to the Master's Degree.

5 - Private Schools. A number of private authorities supervise different types and stages of schools, which include kindergarten, elementary, intermediate, secondary, vocational, and religious day and evening schools. Private schools are established only under authorization from the Ministry of Education or the President General for Girls Education and they receive aid from both authorities.

6 - Higher Education. Each institute of higher education in Saudi Arabia is run by independent governmental supreme council. This council is responsible for implementing and directing the general policy

to be adopted by the College or University. The following table shows the percentages of educational responsibilities held by different authorities in Saudi Arabia for 1971-1972.

TABLE 3

Percentages of Educational Responsibilities Held By Different Authorities In Saudi Arabia For 1971-1972[1]

Supervising Authority	Students	Percentage
Ministry of Education	432,864	65.6
Girls Education	169,938	25.7
Ministry of Defense	9,340	1.4
Religious Colleges and Institutes	9,644	1.5
Private Education	28,986	4.4
Higher Education	9,471	1.4
Total	660,243	100.0

It should be mentioned here that Saudi Arabia at the present time has been divided into six provinces. These provinces are: 1 - Al-hassa, or Eastern Province; 2 - Al-rubalkahli, or Empty Quarter Province; 3 - Asir, or Southern Province; 4 - Hejaz, or Western Province; 5 - Najed, or Central Province; and 6 - Northern Province (Figure 3, page 15).

Background of the Problem.

As the previous discussion about the general setting of the investigation has shown, formal education in Saudi Arabia is very young.

[1]Statistical Department, Ministry of Education, Saudi Arabia, Educational Statistics, 1971-1972, p.5.

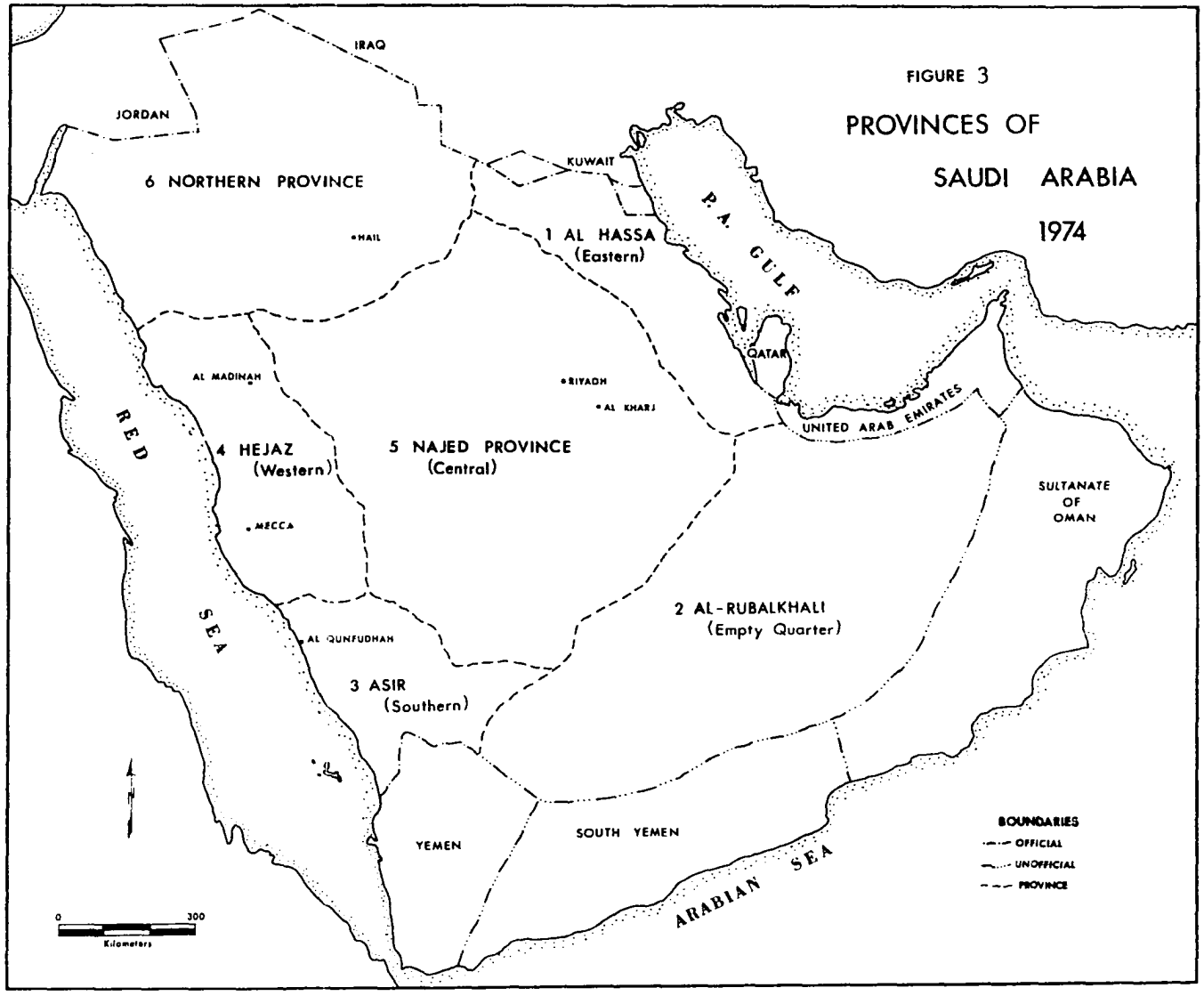
FIGURE 3
PROVINCES OF
SAUDI ARABIA
1974
IRAQ
JORDAN
KUWAIT
6 NORTHERN PROVINCE
HAIL
1 AL HASSA
(Eastern)
P. A. GULF
QATAR
AL MADINAH
RIYADH
AL KHARJ
UNITED ARAB EMIRATES
RED SEA
4 HEJAZ
(Western)
5 NAJED PROVINCE
(Central)
SULTANATE
OF
OMAN
MECCA
2 AL-RUBALKHALI
(Empty Quarter)
AL QUNFUDHAH
3 ASIR
(Southern)
YEMEN
SOUTH YEMEN
ARABIAN SEA
BOUNDARIES
OFFICIAL
UNOFFICIAL
PROVINCE
0
300
Kilometers

In this regard geography is no better than other school subjects. It was not included as a school subject until 1926 when the Educational Department decided to add geography to the new curriculum of the elementary schools. The major reason for this delay was that the socio-economic conditions which existed during that period were very harsh, and that many Ulema[1] thought that geography had some contradiction with the teaching of Islam. At that time the Ulema said to Sheikh Hafiz Wahba, who was one of the senior executives of the Educational Department, the following:

> "... We have explained to [King] Abdulaziz the harm which would result from the teaching of these subjects. Drawing is the making of pictures and pictures are absolutely forbidden. As for languages, they constitute a means of learning the beliefs of the infidels and their corrupt sciences, which is dangerous to our beliefs and the morals of our children. Geography teaches that the earth is round and that it moves, and discusses the stars in the manner adopted by the Greek Philosophers and condemned by our learned ancestors."[2]

Presently, geography is taught in all the public and private schools, but not in some of the religious schools. Unfortunately, the teaching method is limited to rote memorization. In the classroom, great emphasis is put on static conditions and factual details. The student is treated as passive and receiving. The teaching method of Arabian schools is best explained by A. Zaid when he said:

> "... Arabian schools do not follow one method of teaching, but rather two. The first one is the official Ministry of Education method, which advocates the nineteenth century Herbartion Society's five formal

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[1] See the definitions of terms p. 21.

[2] Ahmed Assah, Miracle of the Desert Kingdom, (Dublin, Ireland: Cahill & Co., Limited, 1969), pp. 292-293.

> steps, and which is practiced by teachers only in the presence of the Ministry's inspectors. The second, the most used method, is the instructor's own ritualistic technique of teaching, which each initiates in his own way in order to be in complete control of his class."[1]

Geography textbooks are not up-to-date. They contain primarily trivial encyclopedic facts. Examination systems over geography courses are rigid, and many authorities believe they entrap pupils and make them hate school and learning. In short, the changes which took place in geogrphic education in the public schools were moderate.

John Dewey, in his book Democracy and Education, discusses two different approaches to the meaning of geography. First, he discusses the useful approach to the meaning of geography which in the writer's opinion is not yet practiced in the public schools of Saudi Arabia. Secondly, he discusses the traditional approach to the meaning of geography, which in the writer's opinion, accurately describes the Saudi educational approach to the meaning of geography. Dewey says:

> "... The classic definition of geography as an account of the earth as the home of man expresses the educational reality. But it is easier to give this definition than it is to present specific geographical subject matter in its vital human bearings. The residence, pursuits, successes, and failures of men are the things that give the geographic data their reason for inclusion in the material of instruction. But to hold the two together requires an informed and cultivated imagination. When the ties are broken, geography presents itself as that hodge-podge of unrelated fragments too often found. It appears as a

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[1]Abdullah Zaid, A Pragmatic Critique of Contemporary Arabian Civilization, (Unpublished doctoral dissertation, University of Oklahoma, 1972), pp. 133-134.

> veritable rag-bag of intellectural odds and ends: the height of a mountain here, the course of a river there, the quantity of shingles produced in this town, the tonnage of shipping in that, the boundary of a country, the capital of a state."[1]

The review of related literature reveals a dearth of scientific research concerning the problems and objectives of geographic education in the public schools of Saudi Arabia. In the spirit of the aforementioned, the writer has asked the following question: Who should determine the problems and objectives of geographic education in the public schools of Saudi Arabia? To answer this question the writer assumes that the instructors of geography in the departments of geography, teachers of geography in the public schools, principals of the public schooools, and geography students of the twelfth grade would have something to say about the problems of teaching geography.

Therefore, it is the major purpose of this study to research the following:

1 - What do the geography teachers, principals, and students, who are in the public schools of Saudi Arabia during the school year of 1973-1974, think are the current problems associated with geographic education in the public schools of Saudi Arabia?

2 - What do the geography instructors in the departments of geography and geography teachers in the public schools for the school year of 1973-1974, think are the objectives of geographic education in the public schools of Saudi Arabia?

---

[1]John Dewey, Democracy and Education, (New York: The Free Press, 1966), p. 211.

The Statement of the Problem.

In the educational literature of Saudi Arabia, there is a paucity of research and investigation of current conditions and practices associated with geographic education in Saudi Arabia. As a result, the gap between the training of geography practitioners and the use of modern geography methods and materials has grown wider. Thus, the need for descriptive survey research of the present practices and problems of geographic education emerges from the growing concern regarding a better education program for both the education of geography teachers and an analysis of geographic practices. Therefore, the problem of this study is to investigate the following questions:

1. What is the status of geographic education in the public schools of Saudi Arabia?

2. What are the current problems associated with geographic education as viewed by principals, geography teachers, and students? More specifically, how do the principals, geography teachers, and students view the problems of geographic education which appear under the following categories:

a) Geography textbooks which include items number one through eight of Appendix F, page 154.

b) Teaching methods which consist of items number nine through eighteen of Appendix F.

c) Geography teachers which include items nineteen through twenty-four of Appendix F.

d) Curriculum which include items number twenty-five through twenty-eight of Appendix F.

e) General problems which include items number twenty-nine through thirty-six of Appendix F.

f) Geography materials and audio visual equipment which consist of items number one through fifteen of Part II of Appendix F.

3 - What should be the educational objectives of public school geography as viewed by geography instructors and teachers?

The Significance of the Study.

This study is significant mainly because it will analyze the major problems and the educational objectives of geographic education in the public schools of Saudi Arabia. It is hoped that this study will be useful to geography teachers, administrators, students of geographic education, and others who are interested in this subject. Moreover, this study may be fundamental if it contributes to the improvement of geography and geographic instruction in the public schools. Dewey says:

> "... Geography and history are the two great school resources for bringing about the enlargement of the significance of a direct personal experience. As mere modes of skill their chief education value is that they provide the most directed and interesting roads out into the larger world of meanings stated in history and geography. While history makes human implication explicit and geography natural connections, these subjects are two phases of the same living whole, since the life of men in association goes in nature, not as an accidental setting, but as the materials and medium of the development."[1]

Gross and Zeleny expressed the significance of geographic literacy as follows:

> "...Education for survival on the earth involves two problems; first, learning enough about the earth's environment to enable us to make successful adjustments to its natural forces and resources; and second, to

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[1] Ibid., pp. 217-218

> learn about other people to enable us to get along with them..."[1]

Knowledge of the status of geography in the Saudi Arabian public schools will be useful to any person who has a role in the improvement of geographic education. The investigator will work in the formulation of public school geography curriculum and in the College of Education in Mecca where geography teachers are trained. Therefore, by choosing this topic he will benefit in knowing the status of geographic education through his own investigation and field work.

Definition of the Terms.

For this study, the following definitions of terms will be used:

Public School. The boys' school which is controlled, supervised, and supported by the Ministry of Education.

Intermediate School. The boys' public school that offers an educational program for different grade levels which include grade seven only, or grades seven and eight, or grade seven through grade nine only.

Secondary School. The boys' public school that provides an educational program for different grade levels consisting of grade ten only, or grades ten and eleven, or from grade ten through grade twelve. Beginning with grade eleven, the student goes to art or science division (see secondary schools, page 39, and the definition of the terms page 22).

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[1]Richard E. Gross, and Leslie Zeleny, Educating Citizens for Democracy, (New York: Oxford University Press, 1958), p. 83.

Katateeb. Old-fashioned schools operated by a single individual. The aim and purpose are similar to "Dame Schools" of early American education. The theory of instruction resembles that of present American "open schools" but without the sophisticated facilities and trained instructors.[1]

Islam. "Submission to the Will of Allah (God)." A monotheistic religion whose supreme deity is Allah and whose prophet is Mohammed.[2]

The Koran. The holy book of Islam.[3]

Ulema. Men learned in the religion of Islam.[4]

Geography Teachers. Those who are teaching geography in the intermediate schools and secondary schools either on full time or part time schedules, regardless of their major field.

Geography Instructors. Those who are teaching geography in the departments of geography at the college level.

Imam. A guide for Muslim groups.

Art Division. The division in secondary schools which concentrate on subjects of letters and humanitities (Table 15, page 49).

Science Division. That division of secondary schools which put emphasis on some subjects of life and physical sciences (Table 15, page 49).

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[1]Abudullah M. Zaid, A Pragmatic Critique of Contemporary Arabian Civilization, (Unpublished doctoral dissertation, University of Oklahoma, 1972), p. 3.

[2]Ibid., p. 3

[3]Ibid., p. 3

[4]Ibid., p. 4

Conceptual Model and Assumptions.

Geography has been recognized by educators as an important subject in the American public schools curriculum.[1] This recognition encouraged researchers to examine the conditions, nature, and problems of geographic education in the public schools. Thus, considerable research has been conducted in the United States concerning this matter. The primary purposes of these studies were to identify the problems and objectives of geography teaching as viewed by educators and geographers and to propose recommendations for the improvement of geographic education. Some of these studies can be summarized as followes:

1. In 1960 Adams conducted a research study regarding geographic education in the public and parochial schools of a four-county sampling of Pennsylvania. The purposes of his reasearch as he put them were:

> "... of ascertaining the status of geographic education in the schools of Pennsylvania by visiting the geography teachers in the public and parochial schools of four counties of Pennsylvania with prepared questionnaire or by mailing the questionnaire to them. In connection with this problem and pertinent to it, two sub-problems were considered. These are:
> 1. What are the views and opinions of public and parochial school administrators relative to geography and its place and purpose in the school curriculum?
> 2. What are the methods and techniques and recommendations for making geography more meangingful?"[2]

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[1] Francis W. Parker, How to Study Geography, (New York: D. Appleton and Company, 1901), pp. 17-35; John Dewey, Democracy and Education, (New York: The Free Press, 1966), pp. 207-218; and Preston James, "The Significance of Geography in American Education," Journal of Geography, Vol. 68, (1969), pp. 473-483.

[2] Bruce E. Adams, Geographic Education in the Public and Parochial Schools of A Four County Sampling of Pennsylvania, (Unpublished doctoral dissertation, Pennsylvania State University, 1960), pp. 15-16.

2. In 1960 Gandy made an investigation about the status of geography in the public senior high schools in California. He said:

> "...It is the purpose of this study to survey selected public high schools of California in order to determine the place of geography in the curriculum and to analyze factors affecting the quality of geography instruction.[1]

3. In 1964 Mayo conducted a research study regarding the development of secondary school geography as an independent subject in the United States and Canada. This study was an extensive survey of the background and status of secondary school geography in the United States and Canada.[2]

4. In 1965 Moreland analyzed the geography education in the junior high schools of Kansas. He said:

> "... The problem undertaken in this study was to ascertain the present status and trend of geography education in the junior high schools of Kansas: Because geography is often correlated and combined with other subjects, a thorough investigation was planned to determine the incidence of geography in the junior high school curriculums and to identify the problems related to geography instruction as a basis for making recommendations for the improvement of geography education in the junior high schools of Kansas."[3]

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[1]Willard E. Gandy, The Status of Geography in the Public Senior Schools of California, (Unpublished doctoral dissertation, Stanford, University, 1960) p. 1.

[2]William L. Mayo, The Development of Secondary School Geography as an independent Subject in the United States and Canada, (Unpublished doctoral dissertation, University of Michigan, 1964)

[3]Edwin C. Moreland, Geography Education in the Junior High Schools of Kansas, (Unpublished doctoral dissertation, Colorado State University, 1965), pp. 6-8.

5. From September of 1961 through September of 1970 the Joint Committee on Education of the Association of American Geographers and National Council on Geographic Education spent 2,309,463 dollars on the High School Geography Project (HSGP).[1] The major objective of (HSGP) was best described by Patton when he said:

> "... The High School Geography Project has sought to improve the quality of geography in American High Schools principally through the development of new curriculum materials."[2]

Consequently, it is on the basis of the preceding discussion and on the basis of the previous discussion which has appeared under the background and the statement of the problem that this study will attempt to analyze the status, problems, and objectives of geographic education in the public schools of Saudi Arabia. Thus, in investigating these subjects the following assumptions were made:

1. Geographic education programs in the public schools should be examined and revised continually.

2. The writer presumes that before any sound solutions or recommendations can be proposed about the improvement of geography education, the real problems which hamper the development should be identified as viewed by the students, teachers, and principals who are in close contact with the daily processes and problems of geographic education.

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[1]Donald J. Patton, (ed.), From Geographic Discipline to Inquiring Student, (Washington, D.C.: Association of American Geographers, 1970), p. 102.

[2]Ibid., p. 3.

3. The educational objectives of geography in the public schools should be determined and established as viewed by concerned educators who are more knowledgeable about the nature of geographic education.

4. The major purpose of geography programs in the public schools should be to provide high quality of geography instruction.

5. There will always be a need to determine the problems and objectives of geographic education in the public schools after a number of years have elapsed.

6. Improving the quality of geographic education should be one of the objectives of the Ministry of Education.

7. An equal educational system should be one of the basic regulations of the Ministry of Education.

8. Answers received on the questionnaire are deemed to be an appropriate indication of the true judgments of the participants.

Delimitation of the Study.

This study was limited to the day-time public intermediate schools which are under the supervision of the Ministry of Education and which provide educational programs for boys from grade seven through grade nine. Also, this study was limited to the day-time secondary schools which are under the supervision of the Ministry of Education

and which offer educational programs for boys from grades ten through twelve.

In the academic year of 1973-1974 there were 293 intermediate schools and forty-seven secondary schools which fell under the jurisdiction of this study.[1] The enrollment in the preceding schools for the same year of 1973-1974 was 60,427 students in the intermediate schools and 16,047 students in the secondary schools.[2]

Organization of the Study.

This study is divided into five chapters. Chapter I consists of the introduction, the general setting of the investigation, background of the problem, statement of the problem, the significance of the study, definition of the terms, conceptual model and assumptions, and delimitation of the study. Chapter II reviews and investigates the present status of geographic education in the public schools of Saudi Arabia. Chapter III includes the data sources, sampling, research instruments, collection of data, and treatment of data. Chapter IV presents the analysis of data and the findings. The summary, conclusions, recommendations, and suggestions for further study are found in Chapter V.

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[1] Department of Statistics, Ministry of Education, Saudi Arabia, Statistical Note, 1974, pp. 130-163.

[2] Ibid., pp. 193-202.

CHAPTER II

REVIEW AND INVESTIGATION OF THE CONTEMPORARY STATUS OF GEOGRAPHIC EDUCATION IN THE PUBLIC SCHOOLS

Geography in the Intermediate Schools.

In the academic year of 1973-1974, geography as a separate course was offered in 390, or 100 per cent, of the intermediate schools of the Ministry of Education in Saudi Arabia. The grand total of the students who were enrolled in geography classes was 69,539, or 100 per cent of all the students who were enrolled in the intermediate schools for the year of 1973-1974 (Table 4, page 28).

TABLE 4

Significant Data Concerning Intermediate Schools 1973-1974[1]

Intermediate Schools	390
Number Offering Geography	390
Per Cent Offering Geography	100%
Total Registered Intermediate Students	69,539
Number Taking Geography	69,539
Per Cent Taking Geography	100%

[1]Department of Statistics, Ministry of Education, Saudi Arabia, Statistical Note, 1974, pp. 129-130 (in Arabic).

The Number and Geographic Distribution of Intermediate Schools Offering Geography.

Geography as a separate course was offered in five of Saudi Arabia's six provinces. Thus only one province (Al-rubalkhali) offered no geography to intermediate school students. This province had no intermediate schools because there was no permanent population who lived in this vast area. Figure 4, page 30 and the following table depict the distribution of the intermediate schools, with the number and per cent of those offering geography in the 1973-1974 school year.

TABLE 5

The Geographic Distribution of the Intermediate Schools, With the Number and Per Cent of Those Offering Geography in the 1973-74 School Year[1]

Province	Number Of Schools	Number Offering Geography	Per Cent Offering Geography
1. Al-hassa	66	66	100%
2. Al-rubalkhali	00	00	000%
3. Asir	71	71	100%
4. Hejaz	109	109	100%
5. Najed	116	116	100%
6. Northern	28	28	100%
Grand Total	390	390	100%

The Number and Geographic Distribution of Students Taking Intermediate School Geography

During the 1973-1974 school year a total of 100 per cent of Saudi Arabia's intermediate school students were enrolled in separate geography courses. This reflects the educational system of Saudi

[1] Ibid., pp. 129-130

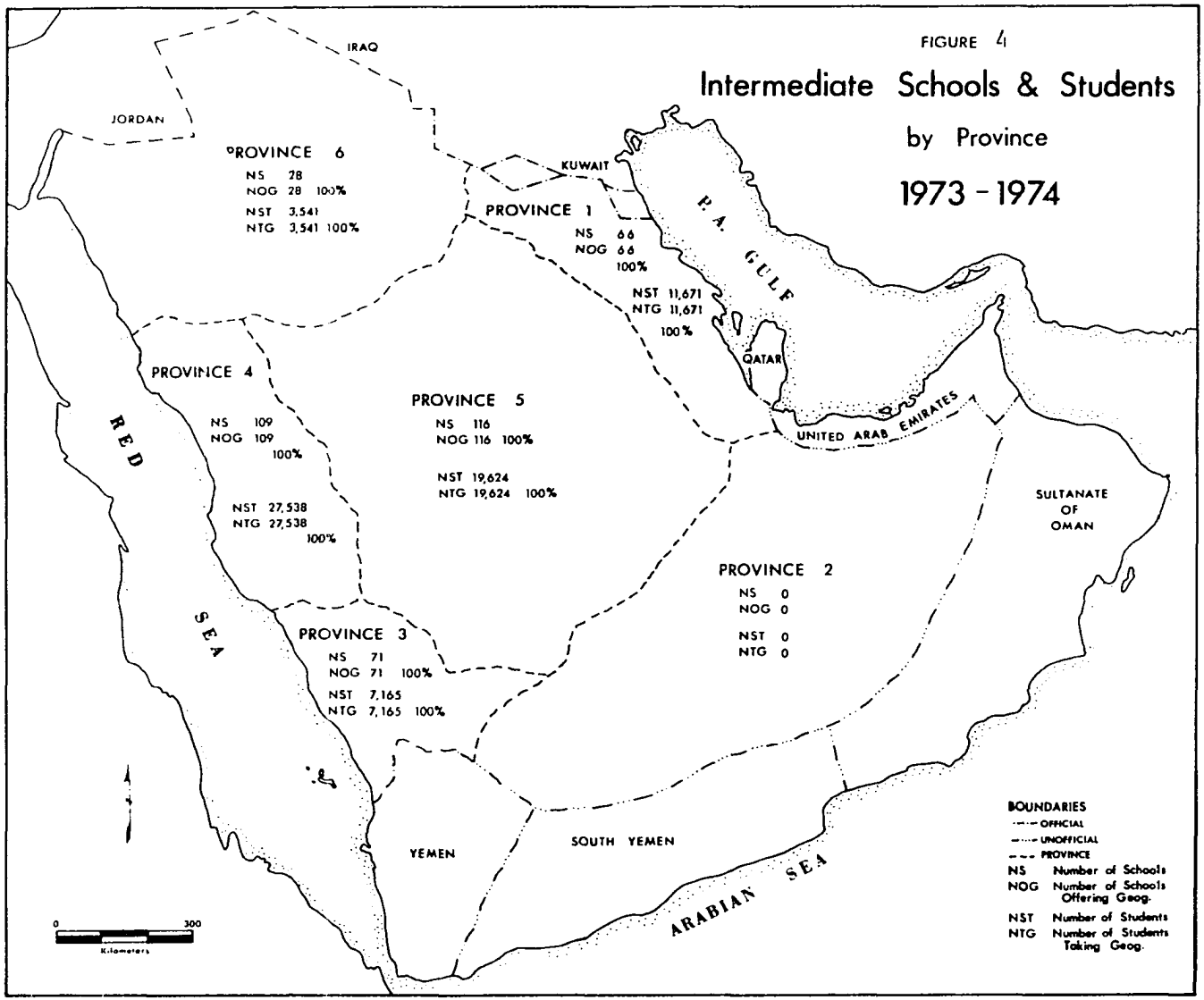
FIGURE 4
Intermediate Schools & Students
by Province
1973 - 1974
IRAQ
JORDAN
KUWAIT
P.A. GULF
QATAR
UNITED ARAB EMIRATES
SULTANATE OF OMAN
RED SEA
YEMEN
SOUTH YEMEN
ARABIAN SEA
PROVINCE 6
NS 28
NOG 28 100%
NST 3,541
NTG 3,541 100%
PROVINCE 1
NS 66
NOG 66 100%
NST 11,671
NTG 11,671 100%
PROVINCE 4
NS 109
NOG 109 100%
NST 27,538
NTG 27,538 100%
PROVINCE 5
NS 116
NOG 116 100%
NST 19,624
NTG 19,624 100%
PROVINCE 2
NS 0
NOG 0
NST 0
NTG 0
PROVINCE 3
NS 71
NOG 71 100%
NST 7,165
NTG 7,165 100%
0 300
Kilometers
BOUNDARIES
OFFICIAL
UNOFFICIAL
PROVINCE
NS Number of Schools
NOG Number of Schools Offering Geog.
NST Number of Students
NTG Number of Students Taking Geog.

Arabia of fully prescribed subjects which give no freedom for students to elect among courses. Table 6 below and Figure 4, page 30, depict the geographic distribution of intermediate school students, with the number and per cent of those taking geography in 1973-1974 school year.

TABLE 6

The Geographic Distribution of Intermediate School Students, With the Number and Per Cent of Those Taking Geography in the 1973-74 School Year[1]

Province	Number of Student	Number Taking Geography	Per Cent Taking Geography
1. Al-hassa	11,671	11,671	100%
2. Al-rubalkhali	00,000	00,000	000%
3. Asir	7,165	7,165	100%
4. Hejaz	27,538	27,538	100%
5. Najed	19,624	19,624	100%
6 Northern	3,541	3,541	100%
Grand Total	69,539	69,539	100%

Geography Courses Offered and Textbooks Used in Intermediate School Geography.

In the educational system of Saudi Arabia all seventh grade students study one geography textbook which has been authorized by the Ministry of Education. Also, the eighth and ninth grade students are in the same position regarding their geography textbook.

The development of geography curriculum in the intermediate schools went through two major stages of development. The first stage started in the late fifties when the Ministry of Education asked the

[1] Ibid., pp. 129-130

educators to enter a general contest for the writing of geography textbooks for the intermediate schools. For this purpose the Ministry of Education appointed a committee in the city of Riyad to analyze the geography textbooks which were written by the educators and to choose the best one of them for each grade according to the judgments of the committee members. Rewards were given to the successful writers and the copyrights became the property of the Ministry of Education. The reward was 6750 Saudi Riyals ($1,500) for each textbook.

It should be mentioned here that prior to this first stage the Department of Education (later the Ministry of Education) required geography teachers to use textbooks brought from Egypt.

The geography textbooks which were selected in the late fifties were in use until 1970. The content of the first stage textbooks can be summarized as follows:

First: The seventh grade curriculum involves the study of regional geography of the home country of Saudi Arabia. This study includes briefly the following:

1. The location of Saudi Arabia and the most important features of the physical geography of Saudi Arabia.

2. Economic activities in Saudi Arabia which include: (a) Agriculture, (b) Industry, (c) Transportation, (d) Foreign trade of Saudi Arabia, and (e) Exports of Saudi Arabia.

3. Administrative divisions of Saudi Arabia.

4. The physical region in which Saudi Arabia is located and the effect of this location on its cultural, economic, and historical affairs.

Second: The curriculum of eighth grade deals with the study of the regional geography of the Arab world. This study involves briefly the discussion of the following subjects:

1. The importance of Saudi Arabia and the Arabian countries in the world affairs.

2. Economic studies of the Arab world.

3. Detailed regional studies for all the Arabian countries.

Third: The ninth grade curriculum discusses the geography of Arab lands and other selected countries. This study includes the following subjects:

1. The most important factors which affect the economic relations between Saudi Arabia and the other Arab countries on the one hand and between Saudi Arabia and the other countries of the world on the other.

2. The different needs of the Arab countries.

3. The effects of geographic location of the Arab countries.

4. The Arab diplomatic relations with other countries.

5. General and brief studies of the economic relations between the Arab world and some selected countries of the world with special reference to the physical elements in each country and their effect on the human activities. These selected countries are: Ethiopia, India, Pakistan, Indonesia, China, Japan, Turkey, Iran, Afghanistan, Czechoslovakia, Italy, Germany, U.S.S.R., France, Britain, U.S.A., Canada, Brazil, Chile, Argentina, and Australia.[1]

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[1]Ministry of Education, Curriculum of Intermediate Schools, 1964, pp. 51-55. (In Arabic).

The second stage in the development of geography curriculum in the intermediate schools started at the end of the year of 1970 when the Ministry of Education again asked the educators to enter a general contest of writing the new geography textbooks for intermediate schools. The writing of these textbooks went through the same processes which were mentioned in the discussion of the first stage. The curriculum of the new geography textbooks can be discussed as follows:

First: The seventh grade curriculum involves the study of the foundations of physical geography which includes briefly the following subjects:

1. The earth: Its shape, its distances between surface objects, its rotation and revolution, the occurrence of night, day, and four seasons. It also contains the study of latitude and longitude, time zones on the earth, and simple examples from Saudi Arabia and elsewhere to show these physical features.

2. The surface of the earth: Its features with special reference to the most important factors which affect the formation of the surface of the earth, including:

(a) Earthquakes and volcanoes.

(b) Water, wind, and ice.

3. The climate, its various components:

(a) Elements of climate (temperature, pressure, wind, rain, and humidity).

(b) Factors which affect the climate (mountains, distribution of land and water, direction of the wind, and the distance from the equator).

4. Natural Vegetation: Their features, the factors which affect their growth, the kinds of forests on the earth, and the kinds of desert vegetation.

5. Animal life: The features of different animals, species of animals and their differences from one habitat to another, and their usage.

Second: The eighth grade curriculum includes the study of the regional geography of Muslim countries and discusses the following:

1. The Arab countries.

2. The remaining Muslim countries.

The study of each of the countries included: (a) the location, (b) area, (c) surface of the earth, (d) population, (e) agriculture, commercial, and industrial activities, (f) important cities, (g) ports, (h) transportation, (i) natural resources, (j) exports, and (k) imports.

Third: The ninth grade curriculum treats the regional geography of Saudi Arabia. It discusses the following subjects:

1. The physical geography of Saudi Arabia which includes the following elements: (a) location and boundaries, (b) mountain ranges, (c) surface of the earth, (d) climate, (e) water resources, (f) natural vegetation, and (g) animal life.

2. Population geography of Saudi Arabia discusses the distribution of the people and their activities.

3. The economic geography of Saudi Arabia contains the study of the following subjects: (a) pasture and raising of animals, (b) agriculture production, (c) mining and industry, (d) commercial activities,

and (e) transportation in Saudi Arabia.

4. Provinces of Saudi Arabia includes a detailed regional study for each province.

5. Regional geographic studies for some selected countries of the world include India, China, Japan, Ethiopia, Ghana, Tanzania, England, France, Italy, Germany, U.S.S.R., U.S.A., Canada, Brazil, Argentian, Chili, and Venezuela.[1]

Table 7 below shows the geography courses offered, grade levels, and geography textbooks used in the intermediate schools for the school year of 1973-1974.

TABLE 7

Geography Courses Offered, Grade Levels, And Textbooks Used In The Intermediate Schools 1973-1974

Course	Grade Level	Textbook Authorized	Number of pages
Foundations of Physical Geography	7th grade	Al-bakri, A. M., and Al-joali, A. A., Foundations of Physical Geography, 1st ed. Jeddah, Dar Al-asfhani, 1972.	135
Geography of Muslim World	8th grade	Ebrihem, M. I., Kadomi, A., Al-joali, A. A., and Al-bakri, A. M., Geography of the Isamic World, 1st ed. Jeddah, Dar Al-asfhani, 1973	238
Arab Lands and other Countries[2]	9th grade	Al-syad, M. M., Hzan, A. A., Ebrihem, M. I., and Sharif, M., Geography of the Arab Lands and other Countries, 7th ed. Jeddah, Dar Al-asfhani, 1972	167

[1]Ministry of Education, Saudi Arabia, Curriculum of Intermediate Schools, 1971, pp. 63-74, (in Arabic).

[2]This course will be changed to the geography of Saudi Arabia beginning with the school year of 1974-1975.

Presentation of Geographic Instruction.

Geographic instruction can be analyzed from three perspectives. These perspectives are grade level, geography as required or elective, and the amount of school time given to geography instruction.

Grade Level and Geography as a Required or Elective Course.

As it was mentioned previously, geography is a required subject in all the public intermediate schools. All the intermediate schools required geography in the seventh grade, eighth grade, and ninth grade. The following table shows the grade levels and number of schools at which geography was taught in Saudi intermediate schools for the school year of 1973-1974.

TABLE 8

The Grade Levels, and Number of Schools at Which Geography was Taught in Saudi Intermediate Schools 1973-1974[1]

Grade Level	Number of Schools Required Geography	Per Cent of Schools
7th grade	390	100%
8th grade	364	98%*
9th grade	332	85%*

Amount of School Time Given to Geography Instruction.

Students of the intermediate schools go to the school for six days a week from Saturday through Thursday. The intermediate students usually start school at 7 AM and end at 2 PM. Each student takes six classes a day, and each class consists of forty-five minutes. Students usually go to school for thirty-two weeks per year exclusive of holidays.

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[1]Department of Statistics, Ministry of Education, Saudi Arabia, Statistical Note, 1974, pp. 133-163.

*This because some schools did not have all three cycles (7, 8 and 9 grades).

The amount of time given to geography instruction is the same in all the intermediate schools. Students in each grade level take two class periods of geography per week. Table 9 summarizes the distribution of different subjects during the week in the intermediate schools across Saudi Arabia.

TABLE 9

Class Schedule of Intermediate Schools During the Week[1]

	Subject	No. of weekly class periods		
		Seventh grade	Eighth grade	Ninth grade
Religious Sciences	The Holy Koran	1	1	1
	The Prophet's Sayings	1	1	1
	Meaning of the Holy Koran	2	2	2
	Unity of God	2	2	2
	Jurisprudence	2	2	2
	Total	8	8	8
Arabic Language	Grammar	2	2	2
	Prose and Poetry	1	2	2
	Reading	1	1	1
	Composition	1	1	1
	Writing and Dictation	1	0	0
	Total	6	6	6
Social Sciences	History	2	2	2
	Geography	2	2	2
	Total	4	4	4
General Sciences	General Science and Hygiene	4	4	4
	Mathematics	5	5	5
	English Language	6	6	6
	Drawing	2	2	1
	Physical Education	1	1	1
	Total	18	18	18
	Grand Total	36	36	36

[1]The Ministry of Education, Curriculum of Intermediate Schools 1971, P. 3 (in Arabic).

Geography in the Secondary Schools.

A Statewide analysis of data revealed that all of the seventy-two public high schools in Saudi Arabia during the year of 1973-1974 offered a separate course in geography to their students. All the students of the tenth grade, eleventh grade of art division only, and twelfth grade of art division only, or 66.5 per cent of total registered secondary students,were enrolled in a separate geography course (Table 10, page 39). This enrollment was very high in comparison with that of Oklahoma senior high schools. In this regard Fitzsimmons says:

> "...Senior high school enrollments in separate geography courses averaged only 2.8 per cent of the total number of students registered in accredited Oklahoma senior high schools..."[1]

The Number and Geographic Distribution of Secondary Schools Offering Geography.

Separate geography courses were provided for students in five of the country's six provinces. Figure 5, page 41, and Table 11 page 40, illustrate the distribution of secondary schools with the number and per cent of those offering geography in the 1973-1974 school year.

TABLE 10

Data Highlights of Saudi Arabia Secondary Schools 1973-1974[2]

Accredited secondary schools	72
Number offering geography	72
Per cent offering geography	100%
Total registered secondary students	18,749
Number taking geography	12,485
Per cent taking geography	66.5%

[1] James G. Fitzsimmons, The Status of Geography in the Secondary Schools of Oklahoma 1964-1965, (Unpublished Master Thesis, University of Oklahoma, 1965), p. 30.

[2] Department of Statistics, Ministry of Education, Statistical Note, 1974, pp. 193-202.

TABLE 11

The Geographic Distribution of Secondary Schools, With the Number and Per Cent of Those Offering Geography in the 1973-1974 School Year[1]

Province	Number of Schools	Number Offering Geography	Per Cent Offering Geography
1. Al-hassa	10	10	100%
2. Al-rubalkhale	00	00	000
3. Asir	09	09	100%
4. Hejaz	21	21	100%
5. Najed	25	25	100%
6 Northern	07	07	100%
Total	72	72	100%

The Number and Geographic Distribution of Students Taking Secondary School Geography.

The grand total of secondary school students during 1973-1974 school year was 18,749, and 12,285, or 66.5 per cent were enrolled in a separate geography course. This enrollment was very high in comparison with the state of New Jersey. Parodi says:

> "...In New Jersey, 3,689 or 4.2 per cent of all senior high school students, were enrolled in separate geography courses."[2]

Figure 5, page 41, and Table 12, page 42, present the geography distribution of secondary school students, with the number and per cent of those taking geography in the 1973-1974 school year.

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[1] Ibid., pp 193-195.

[2] John C. Parodi, The Status of Geography in the Secondary Schools of New Jersey, (Unpublished Master Thesis, University of Oklahoma, 1972), p. 25.

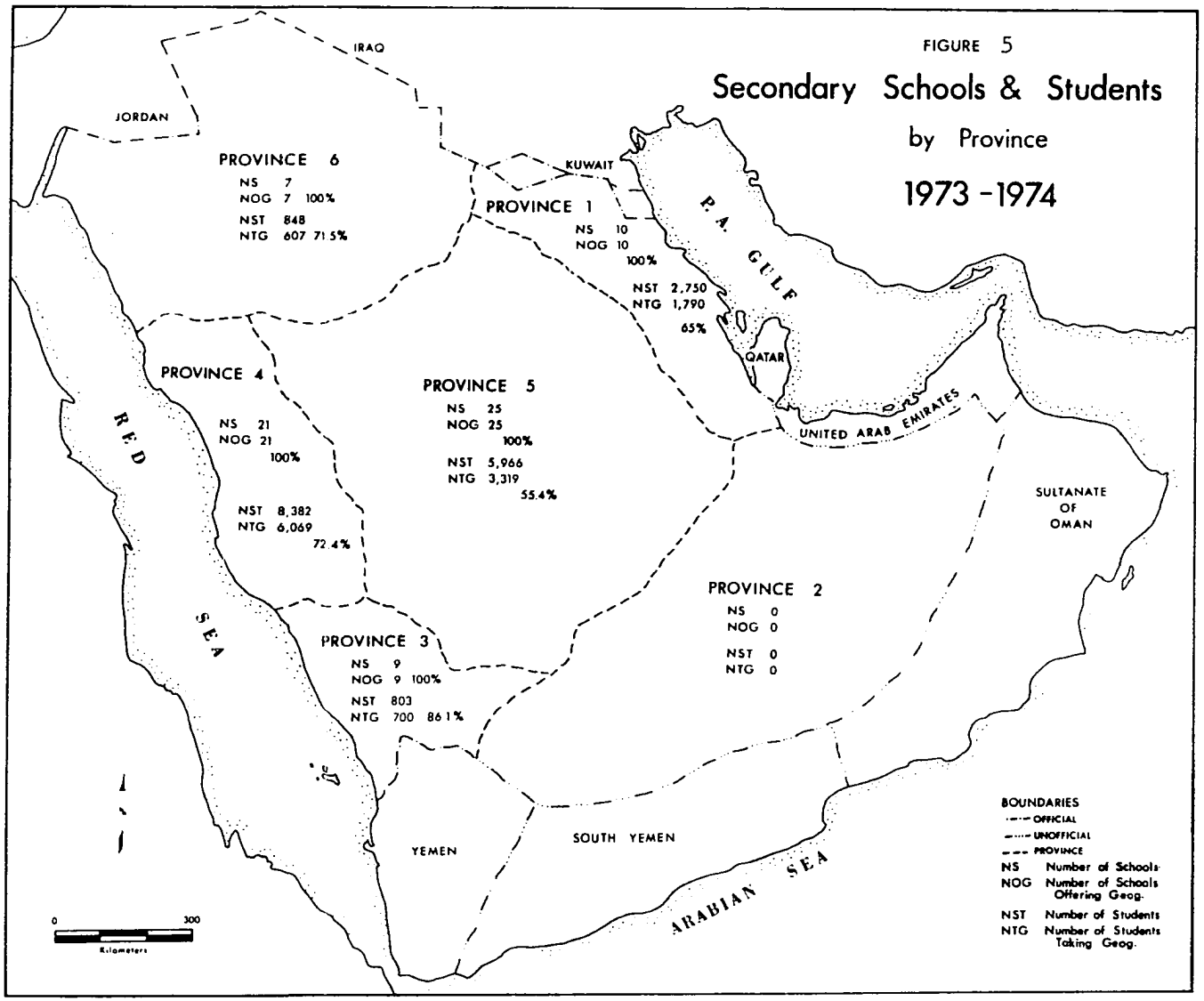
FIGURE 5
Secondary Schools & Students
by Province
1973 - 1974
IRAQ
JORDAN
KUWAIT
PROVINCE 6
NS 7
NOG 7 100%
NST 848
NTG 607 71.5%
PROVINCE 1
NS 10
NOG 10
100%
NST 2,750
NTG 1,790
65%
P.A. GULF
QATAR
UNITED ARAB EMIRATES
PROVINCE 4
NS 21
NOG 21
100%
NST 8,382
NTG 6,069
72.4%
PROVINCE 5
NS 25
NOG 25
100%
NST 5,966
NTG 3,319
55.4%
RED SEA
SULTANATE OF OMAN
PROVINCE 2
NS 0
NOG 0
NST 0
NTG 0
PROVINCE 3
NS 9
NOG 9 100%
NST 803
NTG 700 86.1%
YEMEN
SOUTH YEMEN
ARABIAN SEA
0 300
Kilometers
BOUNDARIES
OFFICIAL
UNOFFICIAL
PROVINCE
NS Number of Schools
NOG Number of Schools Offering Geog.
NST Number of Students
NTG Number of Students Taking Geog.

TABLE 12

The Geographic Distribution of Secondary School Students, With the Number and Per Cent of Those Taking Geography in the 1973-1974 School Year[1]

	Province	Number of Students	Number Taking Geography	Per Cent Taking Geography
1.	Al-hassa	2,750	1,790	65%
2.	Al-rubalkhali	0,000	0,000	000
3.	Asir	0,803	0,700	86.1%
4.	Hejaz	8,382	6,069	72.4%
5.	Najed	5,966	3,319	55.4%
6.	Northern	0,848	0,607	71.5%
	Grand Total	18,749	12,485	-

Geography Courses Offered and Textbooks Used in Secondary School Geography.

Without exception, all tenth grade students in the secondary schools use one single geography textbook which has been authorized by the Ministry of Education. Because of the absolutely prescribed system, the students of eleventh, and twelfth grades of the art division only were not different from the students of tenth grade. The students of eleventh grade of the art division used their required geography textbooks, and the students of the twelfth grade of the art division used their prescribed geography textbooks (Table 13, page 47).

The development of geography curriculum in secondary schools went through the same processes and stages which were discussed in the previous section on the intermediate schools. Following that pattern, there are two major phases in the development of geography curriculum. The first phase of geography textbooks can be discussed as follows:

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[1]Department of Statistics, Statistical Note, OP Cit, p. 193-195.

First: The tenth grade geography curriculum of secondary schools deals with the study of environment and physical regions which consist of the following subjects:

1. Physical environment which discusses: (a) foundations of physical environment, (b) geological structures, (c) surface features, (d) climatic conditions, (e) vegetation, and (f) animal life.

2. Physical regions of the world with special emphasis on the physical and human character of each region.

3. Detailed studies of some selected physical regions of the world which include the following regions: (a) tropical regions, (b) subtropical regions, and (c) middle latitude regions.

4. Arabian peninsula and its position among the physical regions of the world.

Second: The eleventh grade geography curriculum of the art division discusses some elements of the physical geography and the regional geography of the Middle East. It discusses the following subjects:

1. Shape of the earth, longitude, and latitude.

2. Ranges, surface of the earth, distribution of land and water, volcanoes, and earthquakes.

3. Climate and regional climates, the study of the factors which affect the climates of regions, temperature lines, pressure lines, wind, and the distribution of precipitation on the surfaces of the earth.

4. Regional study of the Middle East which includes the following subjects: (a) the surfaces of the area, (b) climate of the area, (c) water resources, (d) vegetation, (e) population and human activities, (f) significance of location of the Middle East, (g) economic conditions

of the area, (h) colonization of the area, (i) Arab and Israeli problems, and (j) Turkey and the Arab countries.

Third: The twelfth grade geography curriculum of the art division involves the study of some elements of physical geography and the elements of enconomic geography. This geography curriculum includes the discussion of the following subjects:

1. The crust of the earth and its structure.
2. World natural vegetation.
3. Races of the world and their distribution.
4. Population of the world and their activities.
5. International trade.
6. Food and population of the world.
7. Food materials which include grains, animals, and sugar.
8. Crude materials necessary for industry which include minerals, vegetation, and animals.
9. Energy resources which involve the study of coal, oil, and water energy.
10. Sea transportation.
11. Strategic sea locations which include the study of the Straits of Gibraltar, Malta, Aden, and Singapore.[1]

The preceding discussion dealt briefly with the first stage of geography curriculum, but the second stage of secondary school geography

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[1]Ministry of Education, Curriculum of Secondary Schools, 1964, pp. 61-63. (In Arabic).

can be analyzed as follows:[1]

First: The tenth grade geography curriculum involves the study of the development of geographic thought. It discusses the following subjects:

1. History of geography which includes: (a) the study of geography thought before Islam, (b) geography thought during Islamic era, and (c) modern geographic thought.

2. Fields of geographical studies which include: (a) physical geography, (b) regional geography, (c) cartography, (d) social geography, (e) transportation geography, (f) geography of the cities, (g) astronomy, (h) oceanography, and (i) economic geography.

3. Muslim geographers: Al-Khwarizmi, Al-yakobi, Al-beroni, Al-hamadani, Al-bakri, Al-edresi, Yakat, and Ibn Majed.

4. Elements of astronomy.

5. Elements of survey and cartography.

Second: The eleventh grade geography curriculum of the art division involves the study of the pinciples of physical geography, human geography, and economic geography. The physical geography segment discusses the following subjects:

1. Physical environment which includes: (a) geological structures, (b) geological times and their importance, (c) surface of the earth, (d) elements of the climate, (e) vegetation, and (f) animal life.

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[1]This new curriculum will be adopted in all the secondary schools beginning with the school year of 1975-1976.

2. Physical geographical regions of the world which include: (a) tropical regions, (b) subtropical regions, (c) middle latitude regions, and (d) high latitude regions.

3. Geography of the deserts.

The human geography section of this curriculum discusses the study of population from the viewpoints of their global distribution, and their growth, their religions, their languages, and their races.

The last section of this curriculum which deals with some elements of economic geography consists of the following subjects: (a) activities of the population which involve the study of gathering, hunting, shifting agriculture, herding, trading, and industry; (b) food materials which include the study of grains, agricultural products. products of animals; (c) industrial materials which involve the study of agricultural materials, minerals, crude materials and energy resources; (d) industries which include the industries in Saudi Arabia and in the most important areas of the world.

Third: The geography curriculum of the twelfth grade of the art division discusses the regional geography of the Muslim world. This curriculum can be summarized as follows:

1. Introduction to the geography of Muslim world which deals with its location, its population, and its economic geography,

2. Detailed regional geographical studies for some selected Muslim countries. These countries are: (a) countries of the Arabian Peninsula, (b) Arab countries, (c) Iran, (d) Turkey, (e) Pakistan, (f) Afghanistan, (g) Malasia, (h) Somal, (i) Mali, (j) Senegal, (k) Nigeria, and (l) Guinea.

3. Muslim minority who live in different areas of the world.

4. Brief general information about the regional geography of the continent of the world.[1]

The following Table shows the geography courses offered, grade levels, and textbooks used in secondary schools.

TABLE 13

Geography Courses Offered, Grade Levels, and Textbooks Used in Saudi Secondary Schools 1973-1974

Course	Grade Level		Number of Pages
Environment and physical regions	10th grade	Assad, M. M. and Ebrihem, M. I. Environment and Physical Regions, 5th ed. Jeddah, Dar Al-asfhani* 1972	240
The Middle East	eleventh grade, art division	Amer, M. and others, The Middle East, 4th ed. Jeddah, Dar Al-asfhani.*1972	145
Economic Geography	twelfth grade, art division	Amer, M. and others, Economic Geography, 5th ed. Jeddah, Dar Al-asfhani, 1972.*	248
Foundations of Geography	eleventh and twelfth grades of the art division	Al-deen, M. J. Foundation of Geography, Riyad Modern Naser Library, no date.	328

Presentation of Geographic Instruction.

Similar to the intermediate schools analysis, three ares of investigation can be discussed here. These are grade level, geography

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[1]Ministry of Education, Curriculum of Secondary Schools, 1974, pp. 155-159. (in Arabic)

*According to the new geography curriculum which is still in process, these textbooks will be changed to other textbooks beginning with the school year of 1975-1976 for tenth grade, 1976-1977 for the eleventh grade, and 1977-1978 for the twelfth grade.

as a required or elective subject, and the amount of time given to geography instruction.

Grade Level and Geography as a Required or Elective.

In the school year 1973-1974, all the tenth, eleventh, and twelfth grades of the art division of every public secondary school in Saudi Arabia provided geography as a required rather than an elective subject. The eleventh and twelfth grades of the science division did not offer geography. Oklahoma senior high schools had exactly the opposite position in the 1964-1965 school year. Fitzsimmon says:

> "...All Oklahoma senior high schools offering geography in the 1964-1965 school year did so on an elective rather than a required basis..."[1]

Table 14, page 48, depicts the grade levels and number of schools at which geography was taught in Saudi Arabia.

TABLE 14

The Grade Level and Number of Schools at Which Geography was Taught in Saudi Arabia Secondary Schools 1973-1974[2]

Grade Level	Number of Schools Requiring Geography	Per Cent of Schools
Tenth Grade	72 schools	100%
Eleventh Grade	56 schools	77.7%
Twelfth Grade	52 schools	72.2%

Amount of School Time Given to Geography Instruction.

Similar to the intermediate schools, students of secondary

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[1] James G. Fitzsimmon, The Status of Geography in the Secondary Schools of Oklahoma, 1964-1965, Op Cit., p. 40

[2] Department of Statistics, Ministry of Education, Saudi Arabia, Statistical Note, 1974, pp. 199-202.

schools go to school for six days a week from Saturday through Thursday. The students of secondary schools usually start their classes at 7 AM and end them at 2 PM. Each student takes six classes a day with his peers, and each class consists of forty-five minutes. The size of each class averages thirty students. Students usually go to school for thirty-two weeks per year, exclusive of holidays.

The amount of time given to geography instruction is the same in all the secondary schools. Students in tenth grade have three class periods of geography per week, students in eleventh grade of the art division have four class periods of geography per week, and students in twelfth grade of art division have four class periods per week. The following table illustrates the weekly schedule of all the secondary schools within Saudi Arabia.

TABLE 15

The Weekly Class Schedule of Secondary Schools[1]

Subject		Number of Weekly Class Periods				
		Tenth Grade	Eleventh Grade		Twelfth Grade	
			Art Div.	Science Div.	Art Div.	Science Div.
Religious Subject	Unity of God	2	2	1	3	2
	The Prophet's Sayings	1	1	1	-	-
	Jurisprudence	1	1	1	-	-
Total		4	4	3	3	2
Arabic Language	Reading	2	2	1	3	1
	Composition	1	1	1	1	1
	Literature	2	3	2	3	2
	Grammar	2	2	1	2	1
	Criticism and Rhetoric	-	3	1	3	1
Total		7	11	6	12	6

[1]Ministry of Education, Saudi Arabia, Curriculum of Secondary Schools, 1964, p. 3.

Mathematics (including mechanics)		5	-	8	-	9
Social Sciences	History	2	4	-	4	-
	Geography	3	4	-	4	-
	Principles of Psychology	-	2	-	2	-
	Principles of Sociology	-	2	-	2	-
Total		5	12	-	12	-
Science Subjects	Physics	3	-	4	-	4
	Biology	-	-	4	-	4
	Chemistry	2	-	4	-	4
	Geoglogy	-	-	1	-	1
Total		10	9	6	9	6
Different Subjects	Drawing	1	-	-	-	-
	Physical Education	1	1	1	1	1
	English Language	8	8	5	8	5
Total		10	9	6	9	6
Grand Total		36	36	36	36	36

Geography Teachers of Intermediate and Secondary Schools.

Geography teachers in the public schools of Saudi Arabia are the basic foundation for any successful geographic educational programs. Without qualified geography teachers any effort to improve the status of geographic education in the public schools will be hampered. Combs says:

> "... some of the improvements we seek in education can be brought about by spending more money, by building better schools, by introducing new courses of study, new standards, or new equipment. But the really important changes will only come about as teachers change. Institutions are made up of people, and it is the behavior of teachers in the classrooms that will finally determine whether or not our schools meet or fail to meet the challenge."[1]

Also, in this regard James says:

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[1]Arthur W. Combs, The Professional Education Teacher: A Perceptual View of Teacher Education, (Boston: Allyn and Bacon, Inc. 1965) P.V.

"... The key element in the success or failure of any new program of geographical study is the training of teachers in the required concepts and method..."[1]

In this study the geography teachers can be analyzed from three viewpoints. These viewpoints are: the number and geographic distribution of social science teachers, specific information about geography teachers, and the availability of college work in geography within Saudi Arabia.

The Number and Geographic Distribution of Social Science Teachers.

Social science teachers are scattered all over the country, but the majority is concentrated in the large cities. In the school year of 1973-1974 there were 631 social science teachers. 56.1 per cent were non-Saudis from the neighboring Arab countries. Table 16 depicts the distribution of social science teachers and those Saudi and non-Saudi teachers in the intermediate and secondary schools.

TABLE 16

Distribution of Social Science Teachers and Those Saudi and Non-Saudi For The School Year 1973-74.[2]

Province	Saudi	Non-Saudi	Total
1. Al-hassa	029	085	114
2. Al-rubalkhali	000	000	000
3. Asir	009	063	072
4. Hejaz	159	078	237
5. Najed	072	102	174
6. Northern	006	028	034
Grand Total	275	356	631[3]

[1]Geography, Preston E. James, Teaching of Secondary Schools, The Encylopedia of Education, (New York: The MacMillan Company, The Free Press, Vol. 4, 1971), p. 122.

[2]Department of Statistics, Ministry of Education, Saudi Arabia, Statistical Note, 1974, pp. 164-165 and pp. 194-195.

[3]According to an interview with the head of Statistical Section in the Ministry of Education, about 90 per cent of teachers taught history and geography and about 10 per cent of them taught psychology and sociology. This is because there are only few courses in psychology and sociology in secondary schools (See Table 9, page 38, and Table 15, page 49).

Some Specific Information about Geography Teachers.

All geography teachers in the intermediate and secondary schools must hold the Bachelor's Degree with a major in geography from the geograpy departments of Saudi Arabia or other countries before their appointment to this position. All geography teachers were graduated from geography departments in Saudi Arabia or from other Arab countries. Each one of them who was a graduate of Saudi departments must have completed at least seventeen courses of college geography. The approximate amount of time devoted for one college geography course in the departments of geography of Saudi Arabia is three hours per week for seven months. A more detailed discussion about the geography departments curriculum in Saudi Arabia will be presented at the end of this chapter.

Although there is no one recognized system for the certification of geography teachers, all the Saudi geography teachers had a de facto life certificate. This certificate entitles the teacher to work for the rest of his life as long as he does not commit any major criminal act. Non-Saudi teachers hold a temporary certificate which is limited to the school year in which it is issued.

The maximum load for each geography teacher is twenty-four class periods per week. Each class period consists of forty-five minutes. If a teacher has majored in geography, he is supposed to teach all the geography courses in his school, but, if necessary, he may have to teach both geography and history courses. Ninety-five per cent of geography teachers of these sampled schools held Bachelor's Degrees, and the remaining teachers held Master's Degrees or Post Bachelor General Diploma in Education. The salary of a geography teacher with a

Bachelor's Degree starts at 1765 Saudi Riyals ($504) per month.[1]

The Availability of College Work in Geography Within Saudi Arabia.

As has been mentioned in the previous section of this chapter, each geography teacher who graduated from a geography department in Saudi Arabia must have at least seventeen courses of college geography. Therefore, it is worthwhile here to describe the availability of college work in geography and to examine the geography curriculum in the departments of geography.

Saudi Arabia has five college geography departments. All these five geography departments offer the Bachelor's Degree only. Three of these geography departments are designed to train intermediate and secondary school teachers. The remaining geography departments are designed to train students for government and business jobs. Nevertheless, their students can enter teaching if they desire. These geography departments are: 1) Geography Department of the College of Humanities at Riyad University, 2) Geography Department of the College of Education at Riyad University, 3) Geography Department of the College of Humanities at King Abdulaziz University, 4) Geography Department of the College of Education at King Abdulaziz University, and 5) Geography Department of the College of the Arabic Language (Table 17, page 54).

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[1]Ministry of Information, Saudi Arabrabi, News From Saudi Arabia, No. 543, (January), 1975), p. 9.

TABLE 17

Accredited Saudi Arabia Geography Departments. 1973-1974.[1]

Department	Location	Geography Offered	No. of Students	No. of Instructors
1. Geography Department of the College of Humanities at Riyad University	Riyad	B.A. In Geography	075	5
2. Geography Department of the College of Education at Riyad University	Riyad	B.S. or B.A in Geography and Education	146	9
3. Geography Department of the College of Humanities at King Abdulaziz University	Jeddah	B.A. in Geography	048	7
4. Geography Department of the College of Education at King Abdulaziz	Mecca	B.S. in Geography and Education	158	6
5. Geography Department of the College of the Arabic Language	Riyad	B.A. in Geography and Education	128	11
		Grand Total	555	38

Geography Department of the College of Humanities at Riyad University.

This is the first geography department in the country, and it was established in 1958. It was designed to train students for government and business jobs. Students study in this department for four academic years before earning their Bachelor's Degree. This department follows the British educational model; all the courses are prescribed, and there are no choices for any elective courses. Table 18 depicts the required courses for the Degree of Bachelor of Art for each year since this department was established.

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1 Interview with the chairmen of geography departments in the country.

TABLE 18

The Required Courses For The Degree of Bachelor Of Art In Each Year of Geography Department at Riyad University and The Number of Hours Allotted To Each Course Per Week[1]

Year	Course of Study	No. of Hours Per Week
First	Arabic Language	
	Grammar and Syntax	2
	Arabic Literature (History and Extracts)	2
	Reading and Essay Writing	3
	English Language	
	Translation	1
	Easy Writing	1
	Conversation and Grammar	4
	History	
	History of the Arabs and the Neighboring Countries Before Islam.	4
	Geography	
	General Geography	2
	Geography of Environments	2
	Islamic Culture	
	General Islamic Culture	2
	Sociology	
	Introduction to Sociology and its History	2
	Total Hours Per Week	24
Second	Physical Geography (Relief, Geomorphology, and Water	03
	Physical Geography (Climatology and Biogeography)	03
	Surveying and Cartography	03
	Evolution of Geographical Thought and Discoveries	03
	Sociology	02
	Modern History of The Arabs	02
	English Language: Grammar, Translation and Geographical Extracts	04
	Study of Extracts From the Ancient Arab Geographers	1
	Independent Study	2
	Total Hours Per Week	23
Third	Regional Geography (Europe, Asia, and the Oceania)	03
	Geography of Agricultural Production	02
	Human Geography and Demography	02
	Racial Geography	02
	Historical Geography	02
	History of the Kingdom of Saudi Arabia	02
	Geography of the Arab World (in Africa)	02
	English Language: Grammar, Translation and Geographical Extracts	04

Year	Course of Study	No. Of Hours Per Week
	Method of Research and Statistics	01
	Independent Study	1
	Total Hours Per Week	21
Fourth	Industrial Production and Transportation	03
	Geography of the Kingdom of Saudi Arabia	02
	Geography of the Arab Word (in Asia)	02
	Political Geography	02
	Urban Geography	01
	Regional Geography (Africa and America)	02
	History of the Outstanding World Events in the 19th and 20th Centuries	02
	Social Economics	02
	English Language: Grammar, Translation, and Geographical Extracts	04
	Independent Study	01
	Total Hours Per Week	21

Geography Department of The College of Education at Riyad University.

This department was established in 1968. Its main objective is to train geography teachers for intermediate and secondary schools. Beginning with 1973-1974 school year this department has adopted the credit hour system of American education. The following Table shows the available courses and their status for the students who take geography as a major and history as a minor.

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[1]The University of Riyad, Faculty of Humanities, Curriculum and Description of Courses, 1966, pp. 5-10.

TABLE 19

The Available Courses and Their Status At The Geography Department of The College of Education Of Riyad University[1]

Course No.	Course Title	Credit Hours		Status of Course		Prereq uisite Course
		Theo-retical	Prac-tical	Required	Elec-tive	
1. Courses of General Education						
101S	Introduction to Islamic Culture	3	-	X		
101A	Arabic Literature and Grammar (No. 1)	3	-	X		
102A	Arabic Literature and Grammar (No. 2)	3	-	X		101A
101N	Arabic Grammar	3	-	X		
102N	Comprehension (No. 1)	2	-	X		
101F	Psychology	2	-	X		
100H	General Sciences	3	-	X		
101R	Drawing (No. 1)	-	2	X		
102R	Physical Education (No. 1)	-	2	X		
201S	Islamic Culture	3	-	X		
201A	Arabic Literature	2	-	X		102A
202N	Comprehension (No.2)	3	-	X		102N
201R	Drawing (No. 2)	1	2	X		
202R	Physical Educ. (No. 2)	1	2	X		
301S	Islamic Culture	2	-	X		
2. Courses of Professional Education						
111R	Foundations of Education	2	-	X		
221F	Educational Psychology	3	-	X		
230F	Curriculum	2	-	X		
240R	Teaching Aids	1	4	X		
301R	School Health	1	-	X		
311F	Psychology	2	-	X		
330R	Curriculum	2	-	X		
340R	Practical Educ. (No. 1) (Teaching Experience)	-	8	X		
440R	Practical Educ. (No. 2) (Teaching Experience)	-	8	X		
151F	Educational Statistics	3	-		X	
220R	Elementary and Secondary Education					
310R	History of Islamic Education	2	-		X	
320R	School Administration	2	-		X	
410R	Philosophy of Educ. and Educational Planning	3	-		X	
420R	Special Education and Adult Education	2	-		X	

Course No.	Course Title	Credit Hours Theoretical	Credit Hours Practical	Status of Course Required	Status of Course Elective	Prerequisite Course
3 - Courses of the Major Field (Geography)						
101G	Introduction to Geography	3		X		
211G	Geomorphology	4		X		101G
212G	Climatology, Vegetation, and Soil	3		X		
231G	Regional Geography of Africa and Australia except Arabic and Muslim Countries	3		X		
241G	Cartography	2		X		
242G	Cartography	-	2	X		
321G	Human Geography	3		X		
332G	Regional Geography of Asia and Europe except Arab and Muslim Countries	3		X		
334G	Regional Geography of Arab and Muslim Countries in Africa	3		X		
343G	Cartography	-	4	X		241G
351G	Economic Geog.	4		X		
423G	Political Geog.	2		X		321G + 444T + 445G
434G	Regional Geog. of North and South America	3		X		
435G	Regional Geography of Arab and Muslim Countries in Asia	3		X		
436G	Regional Geography of Saudi Arabia	4		X		
202G	Evolution of Geographic Thought and Discoveries	2			X	
213G	Oceanography	2			X	
302G	Selected Region	2			X	
322G	Racial Geography	2			X	
337G	Arid Regions Geog.	2			X	
352G	Transportation	2			X	
424G	Historical Geog.	2			X	
444G	Quantitative Methods	2			X	151F
445G	Historical Geog.		2		X	
454G	Geog. of Development	2			X	351G + 302 + 352

Course No.	Course Title	Credit Hours		Status of Course		Prerequisite Course
		Theoretical	Practical	Required	Elective	
4. Courses of The Minor Field (History)						
101T	The Influence of Islamic Culture on Europe	3		X		
110T	History of The Old World	3		X		
121T	History of Arabs Before Islam	3		X		
222T	History of Good Caliphs and Ommayyad Government	3		X		
325T	History of Abbasid Period	3		X		
326T	History of Islamic Civilization	2		X		
333T	History of Europe During The Middle Ages and Renaissance	3		X		
444T	Modern History of The Arabs	2		X		
445T	History of Saudi Arabia	3		X		
446T	History of Palestine Problem and The Zionist Movement	2		X		
327T	History of North Africa and Andulusia	2			X	
331T	Europe During The Renaissance	2			X	
432T	History of the Crusades	2			X	
426T	History of Islamic Expansion in Asia and Africa	3			X	
427T	Modern History of The World	3			X	

5. Number of Required and Elective Hours in All Different Areas of Education For Obtaining The Bachelor's Degree in Education With Major in Geography and Minor in History.

No.	Type of Education	Required Hours	Elective Hours	Total
1	General Education	33	-	33
2	Professional Education	23	-	23
3	Major Field (Geography)	43	12	55
4	Minor Field (History)	27	04	31
5	Independent Study	-	04	04
	Grand Total	126	20	146

[1]University of Riyad, College of Education, Courses of the Department of Geography, 1974, pp. 1-6. (In Arabic).

Geography Department of The College of Humanities at King Abdulaziz University.

This department was established during the 1971-1972 school year. Its major goal is to train students for government and business occupations. This department follows a highly prescribed system of education which leaves the students with no alternatives to elect among courses. Students study for four academic years and take a number of prescribed courses each year. They must pass all their courses for each year in which they enroll in order to go to the next year; otherwise they have to stay another year and take the same courses again. The following Table depicts the required courses in each year and the number of hours allotted to each course per week.

TABLE 20

The Required Courses For Each Year In The Geography Department of The College of Humanities At King Abdulaziz University.[1]

No.	Courses	No. of Hours Per Week
1. First Year		
1	Principles of Physical Geography	3
2	Climatology	3
3	Principles of Human Geography	3
4	Principles of Survey and Cartography	3
5	Geographical Essay in The English Language	3
6	Middle East Ancient Civilization	2
7	Islamic Culture	2
8	Arabic Language	3
9	Research Methods	2
	Total Hours Per Week	24
2. Second Year		
1	Geomorphology	03
2	Regional Geography of the Arab World	02
3	Economic Geography	03
4	Population Geography	02
5	Urban Geography	02

No.	Courses	No. of Hours Per Week
6	Regional Geography of Europe and Asia	03
7	Biogeography	02
8	Cartography	02
9	Principles of Statistics	02
10	Geographical Essay in The English Language	02
	Total Hours Per Week	23
3. Third Year		
1	Oceanography	02
2	Hydrology	03
3	Cartography	02
4	Regional Geography of Muslim Countries	03
5	Regional Geography of The New World	02
6	Regional Geography of Africa	03
7	Research Methods	02
8	Selected Region	02
9	Geographical Essay in The English Language	02
10	Status of Muslim Countries	02
	Total Hours Per Week	23
4. Fourth Year		
1	Selected Topic in Physical Geography	02
2	Political Geography	03
3	Reading of Aerial Photographs and Maps	02
4	Geography of Saudi Arabia	03
5	Development of Geographic Thought	02
6	Historical Geography	02
7	Research Methods	02
8	Quantitative Methods	02
9	History of Saudi Arabia	03
10	Geographical Essay in The English Language	03
	Total Hours Per Week	24

Geography Department of The College of Education, King Abdulaziz University.

This is the first department which was established in the school year 1965-1966 for training geography teachers for intermediate and secondary schools. Each student who enters this department must

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[1] College of Humanities, King Abdulaziz University, Saudi Arabia, Curriculum of Geography Department, 1974, pp. 1-3. (in Arabic).

sign a contract which states that he has to teach for four years in any Saudi Arabian intermediate or secondary school after graduation. At the present time this department follows the prescribed course system, but the new trend is that it will adopt the credit hour system of American education beginning with the school year of 1976-1977. Table 21 shows the prescribed courses for each year of this department and the number of hours allotted to each course per week.

TABLE 21

Prescribed Courses In Each Year of The Geography Department of The College of Education at King Abdulaziz University and The Number of Hours Allotted to Each Course Per Week.[1]

Course	No. of Hours Per Week
1. First Year	
Islamic Culture	2
Arabic Language	2
English Language	4
Ancient Eastern, Greek and Roman Civilization	3
Principles of Physical Geography	3
Maps and Surveying	2
Principles of Education	2
Climatology and Meterology	2
Methods of Research and Use of Library	1
Total Hours Per Week	21
2. Second Year	
Islamic Society and Contemporary Issues	02
Arabic Language	02
English Language	03
Pre-Islamic History of The Arabs	02
Islamic History Up to The End of Ummayad Period	02
History of Medieval Europe and The Renaissance	02
Regional Geography of Europe and Asia	03
Human Geography	02
Principles of Economics	02
Genetic Psychology	02
Secondary Education and School Administration	02
Total Hours Per Week	24

Course	No. of Hours Per Week
3. Third Year	
Abbasid History and History of Islamic Spain	04
Modern History of the Arab World	02
Anthropology	02
Political Geography	02
Economic Geography	03
Regional Geography of North and South America	03
Geographic Essay in English	02
Educational Psychology	02
General Teaching Methods and Practical Educ.	04
Total Number of Hours Per Week	24
4. Fourth Year	
Modern History of the Arab World	02
History of Saudi Arabia	02
Geography of the Arab World	03
Geography of Saudi Arabia	03
Urban Geography	02
Geographical Essay in English	02
Educational Sociology	02
Selected Geographic Subjects	02
Educational Research Seminar	02
Special Teaching Methods and Practical Education	04
Total Hours Per Week	24

Geography Department at the College of Arabic Language in Riyad City.

This is the third department which was established in the 1970-1971 school year to produce geography teachers for public schools. Its system is similar to that of the geography department of the College of Education at King Abdulaziz University. However, there are dissimilarities between the required courses in these two departments. The required courses for obtaining the Bachelor's Degree in this department can be summarized as shown in Table 22.

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[1]King Abdulaziz University, Jeddah, Saudi Arabia, Admission and Registration Guidebook, 1972, pp. 17-18.

TABLE 22

The Required Courses and The Number of Hours allotted to Each Course Per Week In The Department of Geography At The College of Arabic Language in Riyad City.[1]

	Academic Years			
	First Year	Second Year	Third Year	Fourth Year
Subjects	No. of Hours Per Week	No. of Hours Per Week	No. of Hours Per Week	No. of Hours Per Week
Geography	8	10	12	12
History	8	03	05	05
Meaning of Koran	1	01	01	01
Islamic Culture	1	01	01	01
Arabic Language	1	02	02	02
Psychology	-	02	-	-
Teaching Methods	2	02	02	02
Research Methods	2	-	-	-
Sociology	-	2	-	-
Independent Study	1	1	1	1
Grand Total	24	24	24	24

All the previous tables depict the general programs which were planned for the training geographers in general and geography teachers in particular in the Saudi Abrabian geography departments. Also, these tables support the preceding statement that each geography teacher who graduates from these departments must have at least seventeen courses of college geography. These geography requirements for geography teachers in Saudi Arabia far surpass the geography requirements of many states in the United States. Fitzsimmons says:

> "... The basic requirement for teachers of geography in Oklahoma remains as six College credit hours in the subject. This amount compares favorably with the basic requirements of five other states concerning geography teachers. New Mexico, Nebraska, and Iowa, along with Florida

[1] College of Arabic Language, Riyad, Saudi Arabia, College of Arabic Language, 1972, p. 5, (in Arabic).

and New Hampshire, require teachers of geography to have completed six semester hours in that subject. Only four states exceed this six hour requirement: Maryland and Pennsylvania, which require their geography teachers to complete twenty-four hours in geography, Ohio fifteen hours, and South Carolina twelve hours..."[1]

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[1]James G. Fitzsimmons, The Status of Geography in the Secondary Schools of Oklahoma 1964-1965, Op. Cit., p. 55.

CHAPTER III

METHODOLOGY

The purpose of this chapter is to discuss the operational design of the study. Thus, the data sources, sampling, research instruments, collection of data, and finally the treatment of data are examined here.

Data Sources.

The data sources for this study were sought as follows:

1. Consideration of known data in authoritative books, periodicals, reports, statistical yearbooks, official publications, unpublished materials, and documents both in the English and Arabic languages.

2. Seeking new data from known sources; a. primary sources and b. secondary sources.

3. For the purpose of this investigation the principals of intermediate and secondary schools, the geography teachers of these schools, senior students of the art divisions of secondary schools and the geography instructors were used as data sources.

Sampling.

The population was randomly sampled using a technique suggested by Kerlinger.[1] This sample consisted of the following:

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[1]Fred N. Kerlinger, Foundations of Behavioral Research, (New York: Holt Rinehart and Winston, Inc., 1973), pp. 117-132.

1. Twenty-five per cent (74) of the 293 intermediate schools See Figure 6, page 68, and Appendix H, Page 162.[1]
2. Fifty per cent (24) of the forty-seven secondary schools. See Figure 7, page 69, and Appendix H, page 162.[2]
3. All ninety-eight principals from these selected schools. Seventy-four principals were from intermediate schools and twenty-four from secondary schools.
4. All 119 geography teachers from these selected schools. Eighty-five teachers were from intermediate schools while the remaining thirty-four were associated with secondary schools.[3]
5. Twenty-five per cent (186) of the 723 senior students enrolled in the art divisions of the selected secondary schools (Appendix H, page 162 , and Table 25, page 78).

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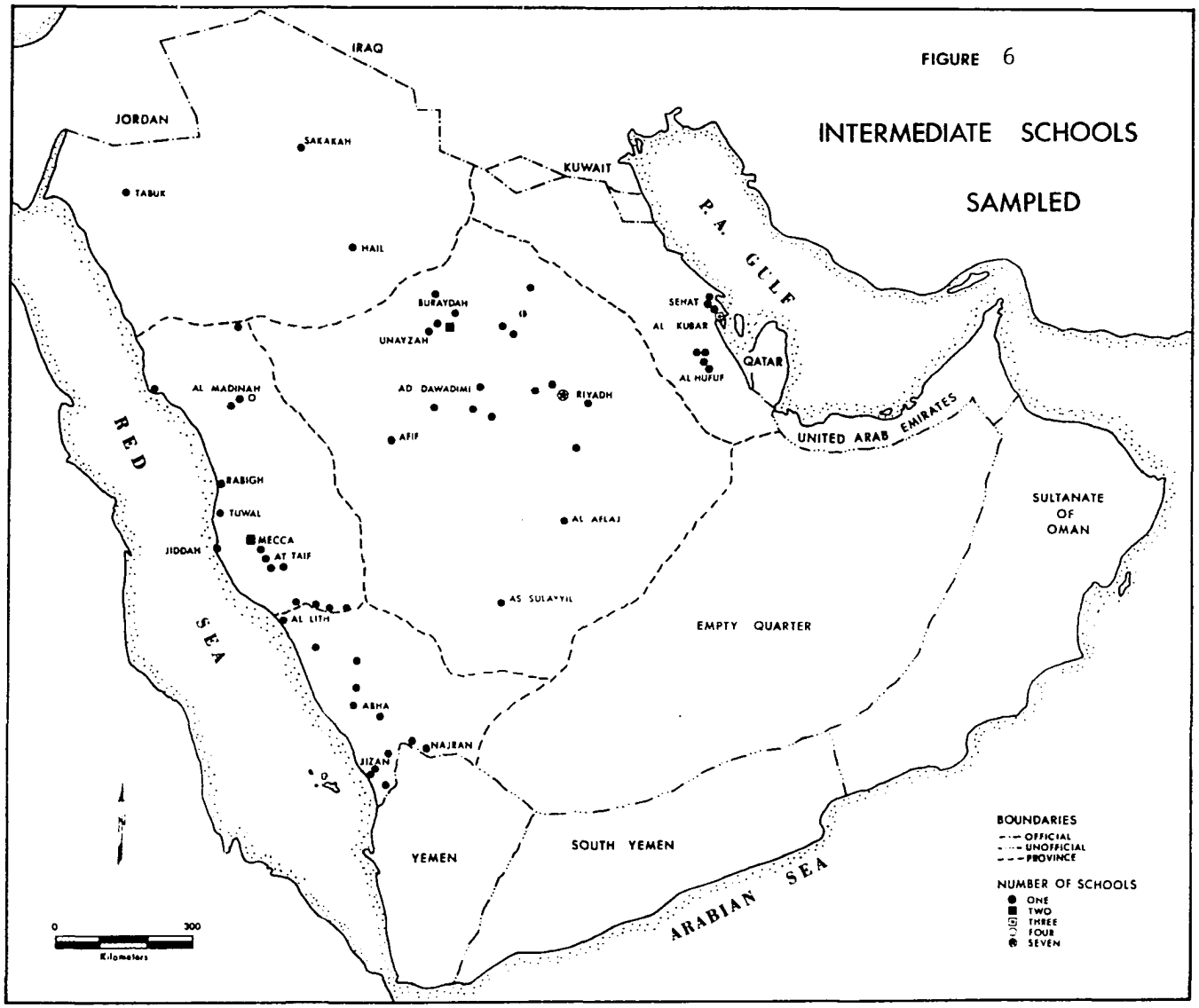
[1]According to the delimitation of the study, night intermediate schools and any intermediate school which does not have the three cycles (7-8-9 grades) are not included in the population of the study. The total number of night intermediate schools was forty-two,and the total number of intermediate schools which did not have the three cycles was fifty-five.

[2]According to the delimitation of the study, night secondary schools and secondary schools which did not have the three cycles (10-11-12 grades) were not considered. This limitation excluded thirteen night secondary schools and twelve secondary schools not having three cycles.

[3]The total number of geography teachers for each sampled school was obtained from the administrative section of each school.

FIGURE 6

INTERMEDIATE SCHOOLS SAMPLED



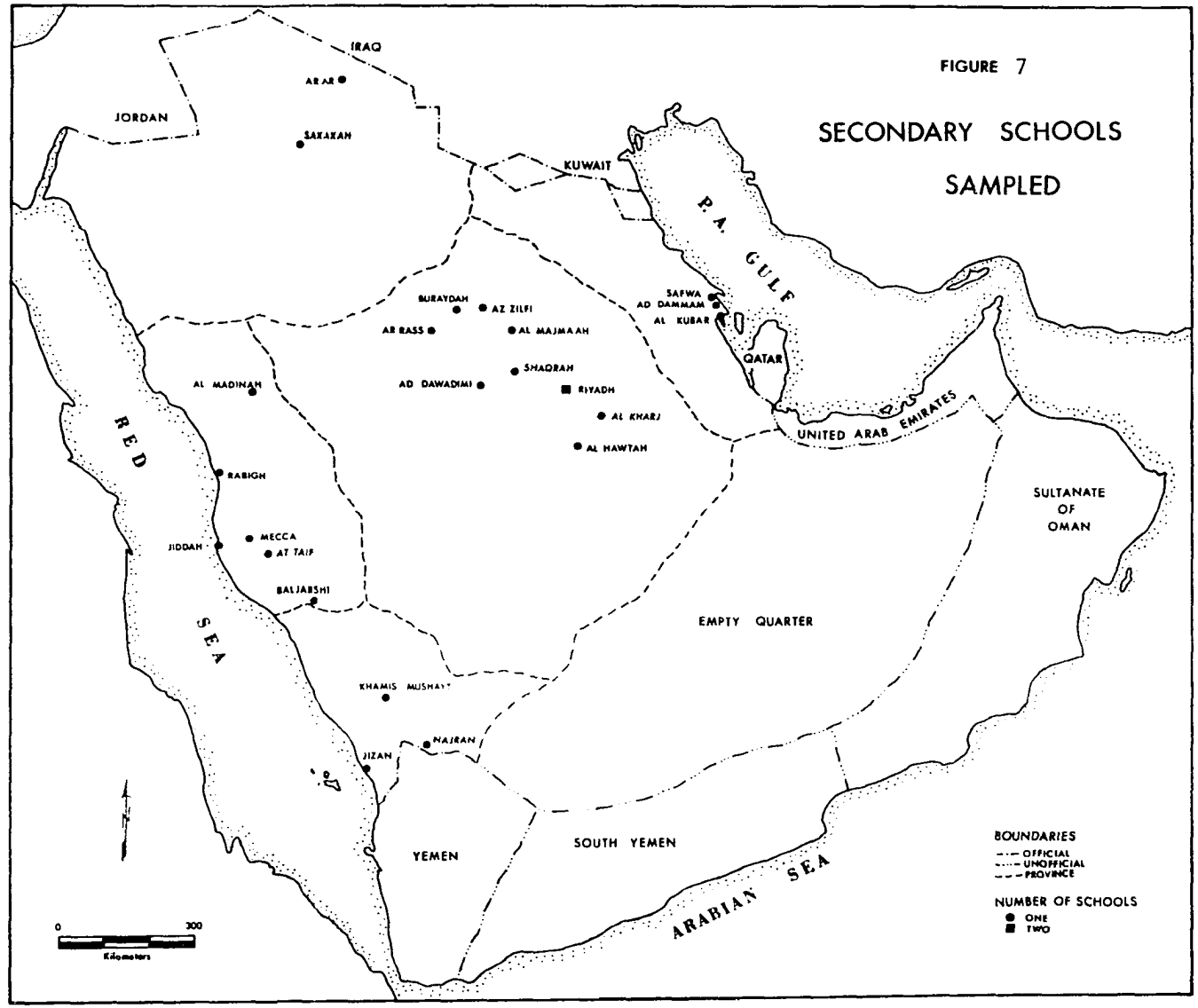


FIGURE 7
SECONDARY SCHOOLS SAMPLED
IRAQ
ARAR
SAKAKAH
JORDAN
KUWAIT
P. A. GULF
SAFWA
AD DAMMAM
AL KUBAR
QATAR
UNITED ARAB EMIRATES
BURAYDAH
AZ ZILFI
AR RASS
AL MAJMAAH
SHAQRAH
AD DAWADIMI
RIYADH
AL KHARJ
AL HAWTAH
AL MADINAH
RABIGH
MECCA
AT TAIF
JIDDAH
BALJARSHI
RED SEA
KHAMIS MUSHAYT
NAJRAN
JIZAN
EMPTY QUARTER
SULTANATE OF OMAN
YEMEN
SOUTH YEMEN
ARABIAN SEA
0
300
Kilometers
BOUNDARIES
OFFICIAL
UNOFFICIAL
PROVINCE
NUMBER OF SCHOOLS
ONE
TWO

6. One hundred per cent (38) of the geography instructors (Table 17).[1] In short, a sample of 441 participants was chosen for study. The size of the sample was based on the number of the schools in the country and the number of senior students of the art divisions in each secondary school. Table 23 summarizes this sample.[2]

TABLE 23

Sampled Subjects

Group	Size
Intermediate Geography Teachers	85
Secondary Geography Teachers	34
Intermediate School Principals	74
Secondary School Principals	24
Senior Art Students	186
Geography Instructors	38
Total	441

Research Instruments.

A questionnaire check list was deemed an appropriate instrument for the purpose of this investigation. Therefore, two instruments were developed specifically for the purpose of this study.

The first instrument was used to determine and to rank the current problems associated with geographic education as viewed by princi-

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[1] Interview with the chairmen of geography departments in the country.

[2] The Statistical Note for the school year 1973-1974, published by the Ministry of Education of Saudi Arabia, was used to secure the names of all the schools and other needed references.

pals, geography teachers and students. Also, this instrument was used to determine the viewpoints of principals, geography teachers, and students regarding the availability, use, and the quality of geographic materials and audio-visual equipment.

This instrument consisted of two parts: Part I was concerned with current problems associated with geographic education, and Part II was concerned with the availability, use and the quality of geographic materials and audio-visual equipment. The items of Part I were sought in the related literature.[1] The items of this part consisted of thirty-six items (Appendix F page 154). The items of Part II consisted of fifteen items; they were modified and used after Gandy.[2]

The second instrument was used to examine the educational objectives of geography in the public schools according to the viewpoints of geography instructors and teachers. The statements of educational objectives for this instrument were also sought in the related literature.[3] The educational objectives of this questionnaire consisted of twenty-five items (Appendix G page 159).

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[1] Phillip Bacon, (ed.), Focus on Geography: Key Concepts and Teaching Strategies, (Washington, D.C.: National Council for the Social Studies, 1970); J. M. Ball, J. E. Steinbrink, and J. P. Stoltman, (eds.), The Social Sciences and Geographic Education; A Reader, (New York: John Wiley and Sons, Inc. 1971); and D. G. Kaufman, (ed.), Evaluation in Geographic Education, (Belmont, California: Fearon Publishers, 1971).

[2] Willard Gandy, The Status of Geography in the Public Senior High Schools of California, (Unpublished doctoral dissertation, Stanford University, 1960), p. 179.

[3] B. C. Dodson, The Status of Introductory College Chemistry and Accredited Colleges and Universities (Unpublished doctoral dissertation, The University of Oklahoma, 1969), pp 270-271; N. C. Brooks, The Values of Geography as High School Subject, (Unpublished doctoral dissertation, The University of Oklahoma, 1956); N. Helburn, "The Educational Objectives of High School Geography", The Journal of Geography, Vol. 68, (May 1968) pp. 274-281; The Ministry of Education, Saudi Arabia, Curriculum of Intermediate Schools, 1971, pp. 64-65; and the Ministry of Education, Saudi Arabia, Curriculum of Secondary Schools, 1974, pp. 153-154.

Each instrument contained three required items requesting the school name of the respondent, the location of his school, and his classification. The two instruments were designed first in the English language and were then translated into Arabic. These two instruments were used as the basic method for collecting data for this investigation. They were designed to present the educational objectives of the public school geography programs and the major problems that are assumed to be critical issues facing the improvement of geographic education in Saudi Arabian public schools.

It should be noted that the validity and the reliability of these two instruments have been tested. For the validation of the instruments the author asked seventy subjects of geography instructors, teachers, principals and students in Saudi Arabia,to do three things: 1. to fill out the questionnaire; 2. to note any items that were not stated clearly or that appeared to be extraneous to the study; and 3. to suggest any changes which were necessary to improve the various items. The respondents were encouraged to critique the instruments and to offer suggestions for their improvement. A revision of the instruments, based upon their responses and reactions,was then made.[1]

The reliability of the instruments was determined by applying the test-retest technique.[2] In this technique the correlation for each

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[1]Margaret Jearn Irvin, A Survey of the Ed[illegible] Preparation and Basic Problems of Social Studies Teachers in S[illegible]ed [illegible]nior High Schools of the North Central Association Region. [illegible]mmendations for Teacher Preparation, (Unpublished doctoral dissertation, Arizona State University, 1967), pp. 62-63.

[2]J. R. Amos, F. L. Brown, and O. G. Mink, Statistical Concepts, (New York: Harper & Row, Publishers, 1965), p. 66.

item between the tests was used as an index of reliability. Therefore, eighty-three respondents, or 18.9 per cent of the total sample, were randomly selected from the received reponses of the whole sample. These eighty-three were distributed as follows: 1 - Seventeen geography teachers of intermediate schools, 2 - Eight geography teachers of secondary schools, 3 - fifteen intermediate school principals, 4 - seven secondary school principals, 5 - thirty students, and 6 - six geography instructors.

After a month had elapsed these eighty-three persons were asked to check another questionnaire of the same form of the first questionnaire for the purpose of assessing the reliability. After five weeks sixty-three completed questionnaires, or 75.8 per cent of the eighty-three respondents, were returned. The sixty-three respondents consisted of eleven geography teachers of intermediate schools, six geography teachers of secondary schools, thirteen intermediate school principals, five secondary school principals, twenty-three students, and five geography instructors.

Pearson Product-Moment correlation coefficients were computed between the test-retest for each item as a measure of each item's reliability. Table 24 shows the correlation(r) between each item of the two instruments; general reliability is infered. Part II of the first instrument was not sent for retest since it dealt with the availability of materials, and this could have changed over the month lag.

TABLE 24

Correlation Coefficient of Test And Retest

I. Problem items

Item No.	Mean Test 1	Mean Test 2	Correlation Coefficient (r)
1	2.9	2.9	0.99
2	3.1	2.8	0.85
3	2.6	2.6	0.97
4	1.5	1.4	0.84
5	3.9	3.8	0.66
6	1.6	1.6	0.71
7	3.5	3.4	0.63
8	3.9	4.0	1.00
9	1.6	1.6	0.84
10	2.5	2.4	0.82
11	4.0	4.0	1.00
12	2.2	2.3	0.80
13	3.0	2.9	0.91
14	1.2	1.2	0.81
15	3.9	4.0	1.00
16	2.1	2.1	0.93
17	3.9	3.8	0.41
18	4.0	4.0	1.00
19	2.8	2.8	1.00
20	3.3	3.3	0.95
21	2.4	2.4	0.99
22	1.4	1.4	0.90
23	3.6	3.6	0.92
24	1.6	1.5	0.91
25	3.7	3.7	0.94
26	1.0	1.0	1.00
27	1.0	1.0	1.00
28	3.8	3.7	0.93
29	3.3	3.3	0.92
30	3.3	3.3	0.90
31	2.2	2.2	0.93
32	4.0	4.0	1.00
33	4.0	4.0	1.00
34	2.8	2.8	0.91
35	1.0	1.0	0.43
36	2.4	2.4	0.76

TABLE 24 (Continued)

II. Educational Objectives

Item No.	Mean Test 1	Mean Test 2	Correlation Coefficient(r)
1	4.0	4.0	1.00
2	3.7	3.8	0.65
3	3.6	3.6	0.93
4	1.0	1.0	1.00
5	3.2	3.4	0.79
6	3.4	3.5	0.94
7	2.5	2.6	0.68
8	3.1	3.1	0.93
9	3.1	3.1	0.95
10	3.6	3.7	0.67
11	4.0	4.0	1.00
12	2.4	2.4	1.00
13	2.0	2.0	0.35
14	1.0	1.0	1.00
15	3.8	3.8	1.00
16	4.0	4.0	1.00
17	3.8	3.8	0.69
18	1.8	1.9	0.83
19	2.7	2.9	0.66
20	3.1	3.1	0.98
21	1.5	1.7	0.81
22	1.2	1.2	1.00
23	3.3	3.5	0.61
24	1.2	1.2	1.00
25	4.0	4.0	1.00

Collection of Data.

The investigator spent four months and twenty-five days in Saudi Arabia gathering data and asking the sampled groups of pincipals, geography teachers, and students to complete the questionnaire of the first instrument (Appendix F, page 154).[1] The rationale for giving this

[1]The writer was in Saudi Arabia from March 7th, 1974, until July 30th, 1974.

questionnaire only to the principals, geography teachers, and students was that the writer felt that these three groups were in closer contact and lived with the daily problems of geographic education.

The investigator also asked geography instructors and teachers to answer the questionnaire of the second instrument (Appendix G page 159) to help him secure data concerning the educational objectives of public school geography. The main reason for giving this questionnaire only to the geography instructors and teachers was that the writer assumed that these two groups were more knowledgeable about the nature of geography instruction than other groups.

It should be mentioned here that some of the questionnaires of the first and second instruments were administered by the writer or by his associates to thirty-seven per cent of the total number of these sampled schools. But, the other questionnaires, because of certain circumstances (such as difficulty in transportation), were sent by mail to all the remaining groups of principals and geography teachers. These two groups were asked to answer the questionnaire according to an attached letter which explained the purposes of the study (Appendices B and C,pages 146 and 148). The questionnaires given to senior students of the art divisions of the secondary schools were administered by the writer at eighteen secondary schools of the twenty-four sampled secondary schools. The other questionnaires were sent by mail tc all the remaining students. Similarly these students were asked to answer the questionnaire according to an attached letter which explained the purposes of this study (Appendix D,page 150).

Also, it should be noted that the questionnaire of the second

instrument was given directly to all the geography instructors by the investigator. The geography instructors were asked to answer the questionnaire according to an attached letter which explained the purpose of this study (Appendix E, page 152).

A deadline for receipt of the responses was set at four months after sending out all the questionnaires. In spite of the limited experience of the participants in this study with the questionnaire technique, the responses of all sampled four groups were satisfactory.

At the end of the deadline time the writer had received sixty-two, or 72.9 per cent of qualified responses from geography teachers of intermediate schools; twenty-five, or 73.5 per cent, of qualified responses from geography teachers of secondary schools; fifty-one, or 68.9 per cent, of qualified responses from intermediate school principals; seventeen, or 70.8 per cent, of qualified responses from secondary school principals; 168, or 90.3 per cent, of qualified responses from students; and thirty-two, or 84.2 per cent, of qualified responses from instructors. Table 25 contains information showing details of total population included in this study, sampled groups, and qualified responses received in each province.

TABLE 25

Total Population Included in This Study,

Sampled Groups, and Qualified Responses

Received In Each Province.

1 - Intermediate Schools

a - Schools (Principals)

Province	Total No. of Schools (Principals) included in this Study	Sampled Schools (Principals)*	Qualified Replies Received	% of Qualified Replies to Sampled Principals
1. Al-hassa	54	10	6	60%
2. Al-rubalkhali	-	-	-	-
3. Asir	50	12	7	58%
4. Hejaz	80	21	15	71.4%
5. Najed	91	28	20	71.4%
6. Northern	18	03	03	100.0%
Total	293	74	51	68.9%

b - Geography Teachers

Province	Total No. of Geography Teachers	Sampled Geography Teachers	Qualified Replies Received	% of Qualified Replies to Geography Teachers
1. Al-hassa	Not Available	11	07	63.6%
2. Al-rubalkhali	- -	-	-	-
3. Asir	Not Available	12	08	66.6%
4. Hejaz	Not Available	26	19	50%
5. Najed	Not Available	32	25	73%
6. Northern	Not Available	04	03	75%
Total		85	62	72.9%

TABLE 25 (Continued)

2 - Secondary Schools

a) Schools (Principals)

Province	Total No. of Schools (Principals) included in this Study	Sampled Schools* (Principals)	Qualified Replies Received	% of Qualified Replies to Sampled Schools (Principals)
1. Al-Hassa	6	3	2	66.6%
2. Al-rubalkahli	-	-	-	-
3. Asir	5	3	3	100%
4. Hejaz	15	6	5	83.3%
5. Najed	16	10	6	60%
6. Northern	5	2	1	50%
Total	47	24	17	70.8%

b) Geography Teachers

Province	Total No. of Geography Teachers	Sampled Geography Teachers	Qualified Replies Received	% of Qualified Replies to Sampled Geography Teachers
1. Al-Hassa	Not Available	4	3	75%
2. Al-rubalkhali	-	-	-	-
3. Asir	Not Available	3	3	100%
4. Hejaz	Not Available	12	9	75%
5. Najed	Not Available	13	8	61.5%
6. Northern	Not Available	02	2	100.%
Total		34	25	73.5%

*As has been discussed on page 67, all the geography teachers in these sampled schools were used as sources of data.

TABLE 25 (continued)

c) Senior Students of Art Division

Province	Total No. of Senior Students of Art Division	Sampled Senior Students of Art Division	Qualified Replies Received	% of Qualified Replied to Sampled Senior Students
1. Al-Hassa	96	025	21	84%
2. Al-rubalkhali	-	-	-	-
3. Asir	37	010	08	80%
4. Hejaz	412	104	96	92.3%
5. Najed	160	042	38	94.7%
6. Northern	018	005	05	100.0%
Total	723	186	168	90.3%

Treatment of Data

The first step in the analysis of data after completion of the first phase was to eliminate unqualified responses from the qualified ones. After that, each subject's response was hand scored. The score was weighted as follows:

First Instrument	Second Instrument
4 - Major Problem	4 - Very Important
3 - Minor Problem	3 - Important
2 - Very Minor Problem	2 - Slightly Important
1 - No Problem	1 - Not Important
0 - No Opinion	0 - No Opinion

After scoring, an IBM Computer was used to handle the analysis of data. Every subject's responses were punched on an IBM Card. Columns one through three were for identification number, four was blank, five was for subject class, six was blank, seven through forty-two were for the thirty-six items of the first instrument, and seven through thirty-one were for the twenty-five items of the second instrument. The means and standard deviations of each statement or item were obtained for the purpose of ranking the statement or items according to the viewpoints of the participants.[1]

It should be noted here that percentages were used in the analysis of data in Part II of the first instrument (Appendix F, page 154), since percentages transformed the raw data into equvalent metrics, thus allowing more meaningful comparisons.

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[1]Mohammed A. Rasheed, Saudi Students in the United States: A Study of Their Perception of University Goals and Functions, Unpublished doctoral dissertation, The University of Oklahoma, 1972, pp. 61-62.

CHAPTER IV

ANALYSIS OF DATA AND FINDINGS

The purpose of this chapter is to analyze the data and report the findings in accordance with the described methodology in the previous chapter. As has been pointed out the data for this study were gathered for the following purposes:

1. To establish the priorities and to determine the most urgent problems associated with geographic education from the viewpoints of geography teachers, principals and students.

2. To examine the availability, usage,and quality of geographic materials and audio-visual equipment in the public schools of Saudi Arabia from the viewpoints of geography teachers, principals, and students.

3. To investigate the viewpoints of geography teachers and instructors regarding the educational objectives of geography in the public schools.

This chapter is organized by topic within which analyses are presented according to subjects. Thus, there are three major sections corresponding to the three areas of inquiry: problems of geography education; the availability, usage, and quality of geographic materials and audio-visual equipment; and the educational objectives of geographic education. Within each section the topic is analyzed and studied across

all subjects and then the topic is further examined across each subgroup of subjects.

The Accumulative Picture of the Viewpoints of Geography Teachers, Principals, and Students Regarding the Problems of Geographic Education.

To establish the priorities and to determine the most urgent problems associated with geographic education,each geography teacher, principal, and student was asked to express his views on a four-point scale about each problem according to its importance to him (Appendix F). The mean and standard deviation of each problem statement were obtained for the purpose of ranking the problems according to the viewpoints of the geography teachers, principals,and students.

The mean is the average of all scores. It is a measure of central tendency; that is, the mean is equal to the sum of scores divided by the number of scores. The standard deviation (S.D.) is a measure of variability. It is the square root of the average of the sum of squared deviations about the mean. When the standard deviation is high, there is low agreement among the subjects, but when the standard deviation is low, there is high agreement among the subjects.[1] Table 26 depicts the rank, the mean, and standard deviation for each problem.

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[1]William L. Hays, Statistics for the Social Sciences, (New York: Holt, Rinehart and Winston,Inc., 1973), pp. 219-221 and pp. 237-239.

TABLE 26

The Problems of Geographic Education as Viewed by Geography Teachers, Principals, and Students

Item No.	Problem	Rank	Mean	S.D.
18	Lack of geographic field trips.	1	4.0000	0.0000
15	Single textbook.	2	3.9814	0.1753
8	Lack of references.	3	3.9752	0.2480
32	Lack of funds to buy geographic materials.	4	3.9721	0.1649
33	Lack of funds to support geographic projects.	5	3.9720	0.1649
11	Discouragement of problem solving method.	6	3.9659	0.1980
5	Illustrations in the geography textbooks are hazy.	7	3.9474	0.3945
17	Discouragement of panel discussions.	8	3.9288	0.2576
25	Geography curriculum problems.	9	3.8204	0.4003
28	Curriculum problems in general.	10	3.7802	0.4367
23	Geography teachers need better training in professional education.	11	3.5604	0.7342
29	System of examinations.	12	3.4219	0.6212
7	Preoccupation of geography textbooks with factual detail.	13	3.4149	0.5908
30	System of grades.	14	3.4141	0.5749
1	Too many geographic materials to cover during the year.	15	3.1455	0.8193
20	Geography teachers are complaining about carrying heavy load of classes.	16	3.0650	0.9806
13	The problem of teaching geography subjects by way of breadth rather than depth.	17	3.0279	0.9664
2	Geography textbooks are out dated.	18	2.9257	0.9428
34	School environment is not pleasant.	19	2.8019	0.6036
3	Maps in the geography textbooks are hazy.	20	2.7709	0.9733

Item No.	Problem	Rank	Mean	S.D.
10	Encouragement of memorization.	21	2.5882	0.8042
36	Administration problems.	22	2.5108	0.5703
16	Class is teacher-centered.	23	2.3529	1.0570
12	Emphasis on static conditions.	24	2.3096	0.6330
19	Shortage of geography teachers.	25	2.2198	1.4738
31	Large classes.	26	1.9752	0.9552
21	Geography teachers are complaining about their social economic status.	27	1.9690	1.9606
6	Geography textbooks do not give consideration to the cognitive development of the students.	28	1.5294	0.6754
4	Graphs in the geography textbook are confusing.	29	1.5214	0.6414
9	Dominant conception of the student as passive and receiving.	30	1.4427	0.9186
24	Geography teachers need better training in general education.	31	1.4272	0.6476
14	Classes are very formal.	32	1.3777	0.7307
22	Geography teachers need better training in geography.	33	1.2786	0.9890
26	Geography hours during the week are not enough.	34	1.0062	0.6594
35	Discipline problems.	35	0.9164	0.3189
27	Geography hours during the week are long.	36	0.4923	0.5007

The preceding table reveals that the respondents ranked the majority of the problems very high. Twenty-seven problems out of thirty-six problems received a mean of 1.9690 or greater where 4.0000 is the highest possible mean. The lowest standard deviation is 0.0000 on problem eighteen "lack of geographic field trips". This indicates that the respondents were in complete agreement. On the other hand, the highest standard deviation of 1.9606 occurred on problem twenty-one,

"geography teachers complain about their social enconomic status". This reveals that the subjects were in low agreement. The main reason for this was probably that the great majority of the students ranked this item very low due to their limited knowledge about the personal status of teachers (Table 29,Item Number 21).

As has been pointed out, the participants ranked the majority of the problems very high. But, the ten major problems from the viewpoint of the geography teachers, principals, and students in order of severity were:

1. Lack of geographic field trips.
2. Single textbook .
3. Lack of references.
4. Lack of funds to buy geographic materials.
5. Lack of funds to support geographic projects.
6. Discouragement of problem solving method.
7. Illustrations in the geography textbooks are hazy.
8. Discouragement of panel discussions.
9. Geography curriculum prcblems.
10. Curriculum problems in general (Table 26).

It should be noted that problems number one, two, six, and eight of the ten major problems fall under the category of teaching methods. Problems number three and seven appear under the category of textbooks. Problems number four and five belong to the category of general problems, and problems number nine and ten fall under the category of the curriculum (Statement of the problem,page 19).

The Viewpoints of Geography Teachers Regarding the Problems of Geographic Education.

The preceding investigation dealt with the combined viewpoints of the three groups of respondents. The present analysis, in contrast, is concerned with only the viewpoints of geography teachers. The following table contains detailed information about the viewpoints of geography teachers regarding the problems of geographic education.

TABLE 27

The Problems of Geographic Education As Viewed by Geography Teachers

Item No.	Problem	Rank	Mean	S.D.
18	Lack of geographic field trips.	1	4.0000	0.0000
5	Illustrations in the geography textbooks are hazy.	2	3.9985	0.6003
15	Single textbook.	3	3.9885	0.1372
20	Geography teachers are complaining about carrying heavy load of classes.	4	3.9884	0.1072
21	Geography teachers are complaining about their social economic status	5	3.9881	0.1071
8	Lack of references about geographic education in my school.	6	3.9770	0.1508
25	Geography curriculum problems.	7	3.9755	0.1835
32	Lack of funds to buy geographic materials.	8	3.9655	0.1835
33	Lack of funds to support geographic projects	9	3.9653	0.1832
28	Curriculum problems in general.	10	3.9540	0.2107
11	Discouragement of problem solving method.	11	3.9080	0.3282
19	Shortage of geography teachers.	12	3.8966	0.3422
17	Discouragement of panel discussions.	13	3.8391	0.3696
7	Preoccupation of geography textbooks with factual detail.	14	3.5057	0.6076

Item No.	Problem	Rank	Mean	S.D.
2	Geography textbooks are out dated.	15	3.4828	0.5252
29	System of examinations.	16	3.1149	0.3866
30	System of grades.	17	3.0460	0.4800
31	Large classes.	18	2.9080	0.2906
23	Geography teachers need better training in professional education.	19	2.7471	0.8521
1	Too many geographic materials to cover during the year.	20	2.5632	0.5435
34	School environment is not pleasant.	21	2.5612	0.6232
36	Administrative problems.	22	2.3333	0.4981
13	The problem of teaching geography subjects by way of breadth rather than depth.	23	2.0920	0.4973
10	Encouragement of memorization.	24	2.0575	0.8263
3	Maps in the geography textbooks are not clear	25	2.0230	0.2631
12	Emphasis on static conditions	26	2.0000	0.4575
9	Dominant conception of the student as passive and receiving.	27	1.8736	0.5666
6	Geography textbooks do not give consideration to the cognitive development of the students.	28	1.7701	0.4498
22	Geography teachers need better training in geography.	29	1.4598	0.6956
4	Graphs in the geography textbook are confusing.	30	1.3678	0.5308
24	Geography teachers need better training in general education.	31	1.2874	0.4552
26	Geography hours during the week are not enough	32	1.0920	0.6757
16	Class is teacher-centered.	33	1.0345	0.1835
14	Classes are very formal.	34	1.0115	0.1072
35	Discipline problems.	35	1.0000	0.1010
27	Geography hours during the week are long.	36	0.5977	0.4932

Table 27 shows that geography teachers consider a majority of the problems as being serious. The ten major problems according to the geography teachers were:

1. Lack of geographic field trips.
2. Illustrations in the geography textbook are hazy.
3. Single textbook.
4. Geography teachers compalin about carrying heavy load of classes.
5. Geography teachers complain about their social economic status.
6. Lack of references about geographic education in the school.
7. Geography curriculum problems.
8. Lack of funds to buy geographic materials.
9. Lack of funds to support geographic projects.
10. Curriculum problems in general.

Two of these ten problems fall under the category of the teaching methods, two problems belong to the category of textbooks, two problems appear under the category of the geography teachers, two problems fall under the category of the curriculum, the remaining two problems are associated with the category of general problems.

The problem with the lowest standard deviation is item eighteen, "lack of geographic field trips". This indicates that the geography teachers are in high agreement. On the other hand, the problem with the highest standard deviation is number twenty-three, "geography teachers need better training in professional education". This may be explained by the fact that the geography teachers who did not take professional

educational courses in their undergraduate studies would probably have ranked this problem very high, while those with professional training would probably have considered it a minor problem.

The Viewpoints of the Principals Regarding the Problems of Geographic Education.

In this section the problems of geographic education as viewed by principals are examined. The findings of this examination are reported in Table 28.

TABLE 28

The Problems of Geographic Education as Viewed by Principles

Item No.	Problem	Rank	Mean	S.D.
18	Lack of geographic field trips.	1	4.0000	0.0000
20	Geography teachers are complaining about carrying heavy load of classes.	2	4.0000	0.0000
21	Geography teachers are complaining about their social economic status.	3	4.0000	0.0000
25	Geography curriculum problems.	4	4.0000	0.0000
15	Single textbook.	5	3.9853	0.1213
8	Lack of references about geographic education in my school.	6	3.9786	0.1762
32	Lack of funds to buy geographic materials.	7	3.9766	0.1712
33	Lack of funds to support geographic projects.	8	3.9706	0.1702
11	Discouragement of problem solving method.	9	3.9559	0.2069
23	Geography teachers need better training in professional education.	10	3.9118	0.2858
5	Illustrations in the geography textbooks are hazy.	11	3.8973	0.3917
28	Curriculum problems in general.	12	3.8971	0.3062
17	Discouragement of panel discussions.	13	3.8676	0.3414

Item No.	Problem	Rank	Mean	S.D.
2	Geography textbooks are out dated.	14	3.8382	0.3710
7	Preoccupation of geography textbooks with factual detail.	15	3.3382	0.5887
29	System of examinations.	16	3.2353	0.5761
30	System of grades.	17	3.2206	0.5946
19	Shortage of geography teachers.	18	3.1912	0.9659
34	School environment is not pleasant.	19	3.0147	0.6346
31	Large classes.	20	2.7794	0.5139
36	Administrative problems.	21	2.7059	0.5480
10	Encouragement of memorization.	22	2.4853	0.5857
22	Geography teachers need better training in geography.	23	2.4706	0.6572
1	Too many geographic materials to cover during the year.	24	2.4559	0.5581
9	Dominant conception of the student as passive and receiving.	25	2.1912	0.4965
13	The problem of teaching geography subject by way of breadth rather than depth.	26	2.1910	0.5257
3	Maps in the geography textbooks are not clear.	27	2.0735	0.5549
12	Emphasis on static conditions.	28	2.0588	0.3818
16	Class is teacher-centered.	29	1.9559	0.3638
24	Geography teachers need better training in general education.	30	1.8088	0.5257
6	Geography textbooks do not give consideration to the cognitive development of the students.	31	1.7500	0.5000
4	Graphs in the geography textbooks are confusing.	32	1.6471	0.5399
14	Classes are very formal.	33	1.0147	0.4402
26	Geography hours during the week are not enough.	34	0.8088	0.6291
35	Discipline problems.	35	0.7794	0.4177
27	Geography hours during the week are long.	36	0.4265	0.4982

Table 28 indicates that the principals agreed with geography teachers in ranking the same eight problems out of all thirty-six problems within the ten top problems. It also reveals that four problems had no variability which indicates that principals were in complete agreement about the priority given to these problems. These problems were:

1. Lack of geographic field trips.
2. Geography teachers compain about carrying heavy load of classes.
3. Geography teachers complain about their social economic status.
4. Geography curriculum problems.

Table 28 demonstrates that principals have rated the majority of the problems as being serious. The ten major problems to the principals were:

1. Lack of geography field trips.
2. Geography teachers compalin about carrying heavy load of classes.
3. Geography teachers complain about theri social economic status.
4. Geography curriculum problems.
5. Single textbook.
6. Lack of references about geographic education in the school.
7. Lack of funds to buy geographic materials.
8. Lack of funds to support geographic projects.
9. Discouragement of problem solving method.
10. Geography teachers need better training in professional education.

The highest standard deviation is on item nineteen, "shortage of geography teachers". This high standard deviation probably has occurred because the principals of urban schools ranked this item very low, whereas the principals of rural schools felt this to be a very major problem. The lowest ranked problem was number twenty-seven, "geography hours during the week are long," with a mean of only 0.4265 out of 4,000, the highest possible mean.

The Viewpoints of the Students Regarding the Problems of Geographic Education.

A comprehensive analysis was undertaken to determine the viewpoints of the students regarding the problems which are associated with geography education. The results of this analysis are presented in Table 29.

TABLE 29

The Problems of Geographic Education as Viewed by Students

Item No.	Problem	Rank	Mean	S.D.
11	Discouragement of problem solving method.	1	4.0000	0.0000
17	Discouragement of panel discussions.	2	4.0000	0.0000
18	Lack of geographic field trips.	3	4.0000	0.0000
8	Lack of references about geographic education in my school.	4	3.9767	0.3086
15	Single textbook.	5	3.9763	0.2176
32	Lack of funds to buy geographic materials.	6	3.9762	0.1529
33	Lack of funds to support geographic projects.	7	3.9760	0.1529

Item No.	Problem	Rank	Mean	S.D.
5	Illustrations in the geography textbooks are hazy.	8	3.9464	0.2258
13	The problem of teaching geography subjects by way of breadth rather than depth.	9	3.8512	0.3734
23	Geography teachers need better training in professional education.	10	3.8393	0.3996
29	System of examinations.	11	3.7321	0.6139
1	Toomany geographic materials to cover during the year.	12	3.7262	0.5548
30	System of grades.	13	3.6845	0.4661
25	Geography curriculum problems.	14	3.6726	0.4955
28	Curriculum problems in general.	15	3.6429	0.5166
3	Maps in the geography textbooks are not clear.	16	3.4405	0.8526
7	Preoccupation of geography textbooks with factual detail.	17	3.3988	0.5805
16	Class is teacher-centered.	18	3.1964	0.6311
10	Encouragement of memorization.	19	2.9048	0.7112
34	School environment is not pleasant.	20	2.8393	0.5398
12	Emphasis on static conditions.	21	2.5714	0.6797
36	Administrative problems.	22	2.5238	0.5888
2	Geography textbooks are out dated.	23	2.2679	0.7619
20	Geography teachers are complaining about carrying heavy load of classes.	24	2.2083	0.5564
14	Classes are very formal.	25	1.7143	0.8416
4	Graphs in the geography textbooks are confusing.	26	1.5655	0.7146
6	Geography textbooks do not give consideration to the cognitive development of the students.	27	1.4048	0.7833
24	Geography teachers need better training in general education.	28	1.3452	0.7175
31	Large classes.	29	1.1667	0.4853
26	Geography hours during the week are not enough.	30	1.0417	0.6507
19	Shortage of geography teachers.	31	0.9583	0.5510
35	Discipline problems.	32	0.9286	0.3386

Item No.	Problem	Rank	Mean	S.D.
9	Dominant conception of the student as passive and receiving.	33	0.9167	0.8715
22	Geography teachers need better training in geography.	34	0.7024	0.7305
27	Geography hours during the week are long.	35	0.4643	0.5002
21	Geography teachers are complaining about their scocial economic status.	36	0.1012	0.3025

A summary of Table 29 indicates the following:

1. There was complete agreement among the students about the priority of importance given to problem eleven, "discouragement of problem solving method," problem number seventeen, "discouragement of panel discussion," and problem eighteen, "lack of geographic field trips". All of these problems had the highest possible mean of 4.000 and had the lowest possible standard deviation of 0.0000.

2. The students also were in high agreement about the priority given to problem number thirty-two, "lack of funds to buy geographic materials,and problem number thirty-three, "lack of funds to support geographic projects."

3. Problem twenty-one, "geography teachers complain about their social economic status," was the lowest ranked problem by students. It was ranked considerably below the mean of the median level of importance. This indicates that students probably were not familiar with the personal status of the geography teachers.

4. The highest standard deviation was obtained on problem number nine, "dominant comception of the students as passive and receiving". This indicates that students are divided on the issue of the

student's capabilities.

5. The students put great emphasis on the majority of the problems. Twenty-four problems out of thirty-six promblems received a mean score of 2.2083 or greater.

6. The ten leading problems from the viewpoint of the students were problem number eleven, "discouragement of problem solving method," problem number seventeen, "discouragement of panel discussions," problem number eighteen, "lack of geographic field trips," problem number eight, "lack of references about geographic education in the school," problem number fifteen, "single textbook," problem number thirty-two, "lack of funds to buy geographic materials," problem number thirty-three, "lack of funds to support geographic projects," problem number five, "illustrations in the geography textbooks are hazy," problem number thirteen, "the problem of teaching geography subjects by way of breadth rather than depth," and problem number twenty-three, "geography teachers need better training in professional education".

7. The students put half of the ten leading problems under the category of teaching methods while geography teachers put only two of the ten leading problems under this category and the principals put three problems under this category.

The Accumulative Picture of the Viewpoints of Geography Teachers, Principals, and Students Regarding Geographic Materials and Audio-Visual Equipment.

The following discussion presents an analysis of the combined

viewpoints of geography teachers, principals, and students. In order to acquire an idea about the availability, usage, and quality of geographic materials and audio-visual equipment in the public schools of Saudi Arabia, the writer integrated a comprehensive list of geographic materials and audio-visual equipment (Appendix F Part II). In this discussion and in the following discussion about geographic materials and audio-visual equipment, percentages were used in the analysis of data since percentages transformed the raw data into equivalent metrics thus allowing more meaningful comparison.

All subjects were requested to rate the availability of each item in the list as being either "plentiful," "scarce," or "not available," second,to indicate the use of each item as being either "often," "sometimes," or "never," and third,to evaluate the quality of each item as being either "excellent," "average," or "poor". A summary of this investigation is reported in Table 30.

Table 30 reveals that forty-one, or thirteen per cent of all 323 usable replies,indicated that item one, "wall-maps," was plentiful; and 282, or eighty-seven per cent, said that wall maps were scarce. All the subjects mentioned that wall maps were used occasionally. Twenty-nine, or nine per cent of the respondents, rated wall maps as being excellent; fifty-six, or eighteen per cent, ranked wall maps as being average; and the remaining 238, or seventy-three per cent, evaluated wall maps as being of poor quality.

Large maps in general were reported by fifteen, or five per cent of the subjects, as being plentiful; by 307, or ninety-four per cent, as being scarce; and by one, or one per cent, as not being available. Eleven, or four per cent of the respondents, indicated that large maps

TABLE 30

Geographic Materials, and Audio-Visual Equipment as Viewed by Geography Teachers, Principals and Students.

Item No.	Availability of Item						Use of Item						Quality of Item					
	Plentiful		Scarce		Not Available		Often		Sometimes		Never		Excellent		Average		Poor	
	No.	% +	No.	% +	No.	% +	No.	% +	No.	% +	No.	% +	No. *	% +	No.*	% +	No.*	% +
1	41	13	282	87	00	00	00	00	323	100	00	00	29	09	56	18	238	73
2	15	05	307	94	01	01	11	04	310	95	02	01	23	08	48	14	251	77
3	262	81	58	18	03	01	244	76	76	23	03	01	41	13	85	25	194	61
4	00	00	139	43	184	57	00	00	139	43	184	57	11	04	31	10	97	30
5	00	00	61	19	262	81	00	00	61	19	262	81	15	05	46	15	00	00
6	00	00	51	16	272	84	00	00	51	16	272	84	08	03	27	09	16	05
7	00	00	00	00	323	100	00	00	00	00	323	100	00	00	00	00	00	00
8	00	00	38	12	285	88	00	00	38	12	285	88	12	04	23	07	03	01
9	00	00	33	10	290	90	00	00	33	10	290	90	09	03	22	07	02	01
10	00	00	00	00	323	100	00	00	00	00	323	100	00	00	00	00	00	00
11	00	00	166	51	157	49	00	00	116	51	157	49	18	06	41	13	107	32
12	00	00	37	11	286	89	00	00	37	11	286	89	17	06	15	05	05	02
13	00	00	28	09	295	91	00	00	28	09	295	91	14	05	12	04	02	01
14	00	00	00	00	323	100	00	00	00	00	323	100	00	00	00	00	00	00
15	00	00	00	00	323	100	00	00	00	00	323	100	00	00	00	00	00	00

*This number represents only the participants who indicated the availability of any given item in their school.

+All these percentages are rounded to the nearest whole number.

in general were often used; 310, or ninety-five per cent, mentioned that they were sometimes used; and two,or one per cent of the participants, said that they were never being used. Twenty-three, or eight per cent of the participants, ranked large maps as being excellent; forty-eight, or fourteen per cent, rated large maps as being average; and 251, or seventy-seven per cent, evaluated large maps as being poor.

Two hundred and sixty-two, or eighty-one per cent of the participants, stated that atlases were plentiful; fifty-eight, or eighteen per cent, indicated that atlases were scarce; and three, or one per cent, mentioned that atlases were not available. Two hundred forty-four, or seventy-six per cent of the subjects, said that atlases were often used; seventy-six, or twenty-three per cent, disclosed that atlases were used occasionally; and three, or one per cent, pointed out that atlases were never being used. Forty-one, or thirteen per cent of the participants, rated atlases as being excellent; eighty-five, or twenty-five per cent, ranked atlases as being of average quality; and 194, or sixty-one per cent, evaluated atlases as being of poor quality.

One hundred thirty-nine, or forty-three per cent of the subjects, reported that globes were scarce and that they were sometimes used. One hundred eighty-four, or fifty-seven per cent, indicated that globes were not available and they were never being used. Eleven, or four per cent of the respondents, rated globes as being excellent; thirty-one, or ten per cent, evaluated globes as being of average quality; and ninety-seven, or thirty per cent, ranked globes as being poor.[1]

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[1]The percentages reported under quality of the items throughout all of this investigation may not sum to one hundred per cent because they are based upon the entire population which contains those who indicated that the items were unavailable.

Generally speaking, Tables 30, 31, 32, and 33 reveal that the use of the remaining items (items five through fifteen) was limited and their existence was scarce in some of the schools, but was unavailable in the majority of the schools. Also, these Tables indicate that some of the participants rated the quality of the remaining items as being excellent, or average, but the majority of the subjects marked them as being of poor quality. In addition, these Tables show that items seven, ten, fourteen, and fifteen were reported by all the respondents as not being available and as never being used (See Appendix F, Part II for the contents of the items).

It should be mentioned that the preceding discussion of items five through fifteen will serve as the summary of the findings regarding these items for the next sections. These coming sections will analyze the views of geography teachers, principals, and students,respectively.

The Viewpoints of Geography Teachers Regarding the Geographic Materials and Audio-Visual Equipment.

In this section the views of geography teachers were investigated. This procedure was undertaken to make a comparison among the three different groups (geography teachers, principals, and students). Each geography teacher was asked to evaluate the availability, usage, and quality of the geographic materials and audio-visual equipment on a three-point scale (Appendix F,Part II). The findings of this analysis are reported in Table 31.[1]

[1]The comment about items five through fifteen was presented under the accumulative picture.

TABLE 31

Geographic Materials and Audio-Visual Equipment as Viewed by Geography Teachers

Item No.	Availability of Item						Use of Item						Quality of Item					
	Plentiful		Scarce		Not Available		Often		Sometimes		Never		Excellent		Average		Poor	
	No.	% +	No.	% +	No.	% +	No.	% +	No.	% +	No.	% +	No.*	% +	No.*	%+	No.*	% +
1	11	13	76	87	00	00	00	00	87	100	00	00	00	00	12	14	75	86
2	00	00	87	100	00	00	11	13	75	86	01	01	00	00	18	21	69	79
3	54	62	31	36	02	02	44	51	41	47	02	02	00	00	10	12	75	86
4	00	00	15	18	72	82	00	00	15	18	72	82	00	00	00	00	15	18
5	00	00	15	18	72	82	00	00	15	18	72	82	00	00	15	18	00	00
6	00	00	13	17	74	83	00	00	13	18	74	83	00	00	00	00	13	17
7	00	00	00	00	87	100	00	00	00	00	87	100	00	00	00	00	00	00
8	00	00	05	06	82	94	00	00	05	06	82	94	00	00	04	05	01	01
9	00	00	06	07	81	93	00	00	06	07	81	93	00	00	06	07	00	00
10	00	00	00	00	87	100	00	00	00	00	87	100	00	00	00	00	00	00
11	00	00	34	39	53	61	00	00	34	39	53	61	00	00	02	02	32	37
12	00	00	06	07	81	93	00	00	06	07	81	93	00	00	02	02	04	05
13	00	00	04	05	83	95	00	00	04	05	83	95	00	00	02	02	02	02
14	00	00	00	00	87	100	00	00	00	00	87	100	00	00	00	00	00	00
15	00	00	00	00	87	100	00	00	00	00	87	100	00	00	00	00	00	00

*This number represents only the participants who indicated the availability of any given item in their school.

+All these percentages are rounded to the nearest whole number.

Table 31 suggests that eleven geography teachers, or thirteen per cent of the eighty-seven usable replies, indicated that wall maps were plentiful, and seventy-six, or eighty-seven per cent of geography teachers, mentioned that wall maps were scarce. Eighty-seven, or one hundred per cent of geography teachers, disclosed that wall maps were used occasionally. Twelve, or fourteen per cent of geography teachers, rated wall maps as being average, and seventy-five, or eighty-six per cent, evaluated wall maps as being poor.

Item two, "large maps in general," was reported by eighty-seven, or one hundred per cent of the geography teachers, as being scarce; by eleven, or thirteen per cent, as being often used; by seventy-five, or eighty-six per cent, as being sometimes used; and by one, or one per cent, as being never used. Eighteen, or twenty-one per cent of geography teachers, rated large maps in general as being average, and sixty-nine, or seventy-nine per cent, marked large maps in general as being poor.

Fifty-four, or sixty-two per cent of the geography teachers, pointed out that atlases were plentiful; thirty-one, or thirty-six per cent, mentioned that atlases were scarce; and two, or two per cent, stated that atlases were not available. Forty-four, or fifty-one per cent of geography teachers, reported that atlases were often used; forty-one, or forty-seven per cent, said that atlases were used occasionally; and two, or two per cent, indicated that atlases were never being used. Ten, or twelve per cent of geography teachers, rated atlases as being average, and seventy-five, or eighty-six per cent, ranked atlases as being of poor quality.

Item four, "globes," was reported by fifteen, or eighteen per

cent of geography teachers, as being scarce and sometimes being used. Also, this item was stated by seventy-two, or eighty-two per cent of geography teachers, as not being available and as never being used. Fifteen, or eighteen per cent of geography teachers, rated globes as being of poor quality.

The Viewpoints of Principals Regarding the Geographic Materials and Audio-Visual Equipment.

A statewide analysis of the views of the principals was undertaken. Each principal was requested to express his views on a three-point scale about the availability, usage, and quality of geographic materials and audio-visual equipment (Appendix F, Part II). The results of this investigation are presented in Table 32.[1]

Table 32 depicts that five, or eight per cent out of the sixty-eight usable responses from the principals, indicated that item one, "wall maps," was plentiful; sixty-three, or ninety-two per cent of the principals, mentioned that wall maps were scarce; and sixty eight, or one hundred per cent of them,said wall maps were used occasionally. Nine, or fourteen per cent of the principals, rated wall maps as being average, and fifty-nine, or eighty-six per cent, marked wall maps as being poor.

Two, or three per cent of the principals, stated that item two,

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[1]The explanation of the findings regarding items five through fifteen was summarized previously under the accumulative picture.

TABLE 32

Geographic Materials and Audio-Visual Equipment as Viewed by Principals

Item No.	Availability of Item						Use of Item						Quality of Item					
	Plentiful		Scarce		Not Available		Often		Sometimes		Never		Excellent		Average		Poor	
	No.	% +	No.	% +	No.	% +	No.	%+	No.	% +	No.	% +	No.*	% +	No.*	% +	No.*	% +
1	05	08	63	92	00	00	00	00	68	100	00	00	00	00	09	14	59	86
2	02	03	65	96	01	01	00	00	67	99	01	01	00	00	10	15	57	84
3	41	60	26	38	01	01	34	50	33	49	01	01	00	00	14	21	53	78
4	00	00	06	09	62	91	00	00	06	09	62	91	00	00	00	00	06	09
5	00	00	03	05	65	95	00	00	03	05	65	95	00	00	03	05	00	00
6	00	00	03	05	65	05	00	00	03	05	65	95	00	00	00	00	03	05
7	00	00	00	00	68	100	00	00	00	00	68	100	00	00	00	00	00	00
8	00	00	04	06	64	94	00	00	04	06	64	94	00	00	02	03	02	03
9	00	00	02	03	66	97	00	00	02	03	66	97	00	00	00	00	02	03
10	00	00	00	00	68	100	00	00	00	00	68	100	00	00	00	00	00	00
11	00	00	18	26	50	74	00	00	18	26	50	74	00	00	00	00	18	26
12	00	00	04	06	64	94	00	00	04	06	64	94	00	00	03	04	01	01
13	00	00	01	01	67	99	00	00	01	01	67	99	00	00	01	01	00	00
14	00	00	00	00	68	100	00	00	00	00	68	100	00	00	00	00	00	00
15	00	00	00	00	68	100	00	00	00	00	68	100	00	00	00	00	00	00

*This number represents only the participants who indicated the availability of any given item in their school.

+All these percentages are rounded to the nearest whole number.

"large maps in general," was plentiful; sixty-five, or ninety-six per cent, said it was scarce; and one, or one per cent, indicated that it was not available. Sixty-seven, or ninety-nine per cent of the principals, mentioned that large maps in general were sometimes used; and one, or one per cent, said they were never being used. Ten, or fifteen per cent of the principals, rated large maps in general as being average, and fifty-seven, or eighty-four per cent, ranked large maps in general as being poor.

Item three, "atlases," was reported by forty-one, or sixty per cent of the principals, as being plentiful; by twenty-six, or thirty-eight per cent, as being scarce; and by one, or one per cent, as not being available. Also, item three was mentioned by thirty-four, or fifty per cent of the principals, as being often used; by thirty-three, or forty-nine per cent, as being sometimes used; and by one, or one per cent, as never being used. Fourteen, or twenty-one per cent of the principals, rated atlases as being average, and fifty-three, or seventy-eight per cent, evaluated atlases as being poor.

Six, or nine per cent of the principals, indicated that item four, "globes," as being scarce and as being sometimes used. Sixty-two, or ninety-one per cent of the principals, mentioned that globes were not available and never being used. Six, or nine per cent of the principals, rated globes as being poor.

The Viewpoints of the Students Regarding the Geographic Materials and Audio-Visual Equipment.

The third group of interest was senior students of the art divisions of the selected secondary schools. As has been pointed out in chapter II, each student was asked to mark the availability, usage, and quality of each item of the geographic materials and audio-visual equipment (Appendix F, Part II). The results of this analysis of the students' views regarding the availability, usage, and quality of geographic materials and audio-visual equipment are reported in Table 33.[1]

Table 33 shows that item one, "wall maps," was reported by twenty-five, or fifteen per cent out of the 168 usable responses from students, as being plentiful; by 143, or eighty-five per cent of the students, as being scarce; and by 168, or one hundred per cent of the students, as being sometimes used. Twenty-nine, or seventeen per cent of the students, rated wall maps as being excellent; thirty five, or twenty-one per cent, marked wall maps as being average; and 104, or sixty-two per cent, evaluated wall maps as being of poor quality.

Thirteen, or eight per cent of the students, disclosed that item two, "large maps in general," was plentiful; 155, or ninety-two per cent, indicated that item two was scarce; and 168, or one hundred per cent, mentioned that item two was used occasionally. Twenty-three, or fourteen per cent of the students, rated item two as being excellent; twenty, or twelve per cent, marked large maps in general as being average; and

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[1]The discussion related to items five through fifteen was provided previously under the accumulative picture.

TABLE 33

Geographic Materials and Audio-Visual Equipment as Viewed by Students

Item No.	Availability of Item						Use of Item						Quality of Item					
	Plentiful		Scarce		Not Available		Often		Sometimes		Never		Excellent		Average		Poor	
	No.	% +	No.	% +	No.	% +	No.	% +	No.	% +	No.	% +	No.*	% +	No.*	% +	No.*	% +
1	25	15	143	85	00	00	00	00	168	100	00	00	29	17	35	21	104	62
2	13	08	155	92	00	00	00	00	168	100	00	00	23	14	20	12	125	74
3	167	99	01	01	00	00	166	99	02	01	00	00	41	25	61	36	66	39
4	00	00	118	70	50	30	00	00	118	70	50	30	11	07	31	19	76	45
5	00	00	43	26	125	74	00	00	43	26	125	74	15	10	28	17	00	00
6	00	00	35	21	133	79	00	00	35	21	133	79	08	04	27	16	00	00
7	00	00	00	00	168	100	00	00	00	00	168	100	00	00	00	00	00	00
8	00	00	29	18	139	82	00	00	29	18	139	82	12	07	17	11	00	00
9	00	00	25	15	143	85	00	00	25	15	143	85	09	05	16	10	00	00
10	00	00	00	00	168	100	00	00	00	00	168	100	00	00	00	00	00	00
11	00	00	114	68	54	32	00	00	114	68	54	32	18	12	39	23	57	34
12	00	00	27	16	141	84	00	00	27	16	141	84	17	11	10	06	00	00
13	00	00	23	14	145	86	00	00	23	14	145	86	14	09	09	05	00	00
14	00	00	00	00	168	100	00	00	00	00	168	100	00	00	00	00	00	00
15	00	00	00	00	168	100	00	00	00	00	168	100	00	00	00	00	00	00

*This number represents only the participants who indicated the availability of any given item in their school.

+All these percentages are rounded to the nearest whole number.

125, or seventy-four per cent, evaluated large maps in general as being poor.

Item three, "atlases," was reported by 167, or ninety-nine per cent of the students, as being plentiful; by one, or one per cent,as being scarce; by 166, or ninety-nine per cent, as often being used; and by two, or one per cent, as sometimes being used. Forty-one, or twenty-five per cent of the students, rated atlases as being excellent; sixty-one, or thirty-six per cent, marked atlases as being average; and sixty-six, or thirty-nine per cent, evaluated atlases as being of poor quality.

One hundred eighteen, or seventy per cent of the students, stated that globes were scarce and that they were used occasionally. Fifty, or thirty per cent of the students, mentioned that globes were not available and they were never used. Eleven, or seven per cent of the students, rated globes as being excellent; thirty-one, or nineteen per cent, marked globes as being average; and seventy-six, or forty-five per cent, evaluated globes as being poor.

The Accumulative Picture of the Viewpoints of Geography Teachers and Instructors Regarding the Educational Objectives of Geographic Education.

The same procedure which was undertaken to analyze the geographic problems was applied here. The main difference between the two procedures was in the wording of the scale and in the contents of the check list (Appendix G). To examine and determine the educational objectives of geography, each geography teacher and instructor was requested to express his views about each given educational objective

of geography according to its significance to him on a four-point scale (Appendix G). The mean and standard deviation for each objective were obtained for the purpose of ranking the objectives according to the viewpoints of geography teachers and instructors. A low standard deviation indicates that the participants were in good agreement about the importance given to a specific objective and vice versa. The results of this investigation are reported in Table 34.

TABLE 34

Educational Objectives of Geography as Viewed by Geography Teachers and Instructors

Item No.	Objective	Rank	Mean	S.D.
1	Be aware of location and its significance.	1	3.9412	0.2363
16	Develop geographic objectivity	2	3.9244	0.2655
25	Cultivate the contemplation about the creation of God.	3	3.9160	0.2786
11	Interpret the customs, cultures, and geography of other countries.	4	3.8908	0.3392
17	Interpret the principles of physical geography.	5	3.8487	0.3598
15	Identify local national forces and resources in his environment.	6	3.7899	0.4091
2	Interpret the interaction of man and his environment.	7	3.7059	0.4757
3	Identify the configurations of the continents.	8	3.5966	0.6287
10	Be concerned with the interdependence of the modern world.	9	3.5462	0.5328
6	Identify political territories.	10	3.5294	0.6743
23	Practice geography skills.	11	3.3529	0.4973
5	Develop global point of view.	12	3.2941	0.6683
20	Be able to relate geography to other sciences.	13	3.2857	0.7827

Item No.	Objective	Rank	Mean	S.D.
9	Explain the implication of geography to economic problems both here and throughout the world.	14	2.9916	0.8586
8	Be concerned about social problems.	15	2.9244	0.8197
19	Be trained for geographic research.	16	2.5630	0.8197
7	Interpret country's loyalty.	17	2.5546	0.6600
12	Define geographic concepts.	18	2.2773	0.6368
13	Apply geographic theories.	19	2.0084	0.6443
18	Apply geographic knowledge to daily functions.	20	1.8403	0.7477
24	Participate in the selection and planning of geographic activities.	21	1.7059	0.9598
21	Develop reflective thinking.	22	1.6387	0.8206
22	Explore a wide variety of career opportunities related to geography.	23	1.2017	0.5139
14	Memorize geographic factual details only.	24	0.8739	0.4425
4	Develop geographic knowledge about only Arab countries.	25	0.8571	0.3967

Table 34 reveals that geography teachers and instructors placed great emphasis on the majority of the items. Nineteen items of the twenty-five items had a mean of 2.0084 or greater, with 4.0000 the highest possible mean. The lowest standard deviation was 0.2363 on item one "be aware of location and its significance," and the highest standard deviation of 0.9598 was on item twenty-four, "participate in the selection and planning of geographic activities." This shows that the respondents were in high agreement about the priority given to item one and they were divided on the issue of the participation of the students in the selection and planning of geographic activities.

The ten major educational objectives of geography from the viewpoints of geography teachers and instructors were:

1. Student should be aware of location and its significance.

2. Student should develop geographic objectivity.

3. He should cultivate the contemplation about the creation of God.

4. He should interpret the customs, cultures, and geography of other countries.

5. He should interpret the principles of physical geography.

6. He should identify local natural forces and resources in his environment.

7. He should interpret the interaction of man and his environment.

8. He should identify the configurations of the continents.

9. He should be concerned with the interdependence of the modern world.

10. He should identify political territories (Table 34).

The geography teachers and instructors placed the greatest emphasis of importance on item one, "student should be aware of location and its significance," with a mean of 3.9412. On the other hand, they put the least emphasis of importance on items four, "students should develop geographic knowledge about only Arab countries," indicated by a mean of 0.8571 out of a possible mean of 4.0000.

The Viewpoints of Geography Teachers Regarding the Educational Objectives of Geographic Education.

A comprehensive analysis was conducted to determine the views of geography teachers regarding the educational objectives of geography in the public shcools of Saudi Arabia. Each member of these randomly selected geography teachers was asked to state his views about each given objective according to its importance to him on a four-point scale (Appendix G). The findings of this analysis are presented in Table 35.

TABLE 35

Educational Objectives of Geography as Viewed by Geography Teachers

Item No.	Objective	Rank	Mean	S.D.
1	Be aware of location and its significance.	1	4.0000	0.0000
11	Interpret the customs, cultures, and geography of other countries.	2	3.9655	0.1835
16	Develop geographic objectivity.	3	3.9654	0.1835
25	Cultivate the contemplation about the creation of God.	4	3.9540	0.2107
17	Interpret the principles of physical geography.	5	3.9080	0.2906
15	Identify local natural forces and resources in his environment.	6	3.8276	0.3799
2	Interpret the interaction of man and his environment.	7	3.6437	0.5053
3	Identify the configuration of continents.	8	3.5977	0.6727
6	Identify political territories.	9	3.5287	0.7288
10	Be concerned with the interdependence of the modern world.	10	3.4713	0.5464
20	Be able to relate geography to other sciences.	11	3.3793	0.8386

Item No.	Objective	Rank	Mean	S.D.
23	Practice geography skills.	12	3.2644	0.4436
5	Develop global point of view.	13	3.2414	0.7147
9	Explain the implication of geography to economic problems both here and throughout the world.	14	2.7931	0.8510
8	Be concerned about social problems.	15	2.7701	0.8983
7	Interpret country's loyalty.	16	2.6322	0.6491
19	Be trained for geographic research.	17	2.5977	0.8688
12.	Define geographic concepts.	18	2.0345	0.5160
13	Apply geographic theories.	19	1.8046	0.5021
18	Apply geographic knowledge to daily functions.	20	1.6322	0.6309
21	Develop reflective thinking.	21	1.4368	0.6938
24	Participate in the selection and planning of geographic activities.	22	1.4023	0.8135
22	Explore a wide variety of career opportunities related to geography.	23	1.0345	0.1835
4	Develop geographic knowledge about only Arab countries.	24	0.8276	0.4094
14	Memorize geographic factual details only.	25	0.8046	0.3988

Table 35 indicates that geography teachers evaluated a majority of the objectives very high. The ten major objectives to the geography teachers being:

1. Student should be aware of location and its significance.
2. He should interpret the customs, cultures, and geography of other countries.
3. He should develop geographic objectivity.
4. He should cultivate the contemplation about the creation of God.
5. He should interpret the principles of physical geography.

6. He should identify local natural forces and resources in his environment.

7. He should interpret the interaction of man and his environment.

8. He should identify the configurations of continents.

9. He should identify political territories.

10. He should be concerned with the interdependence of the modern world (Table 35).

The highest ranked item to the geography teachers was number one, "be aware of location and its significance," and the lowest ranked item to them was number fourteen, "memorize geographic factual details only". Item one received a mean of 4.000 and item fourteen obtained a mean of 0.8046 of a possible 4.0000.

The lowest standard deviation was. 0.0000 on item one, "be aware of location and its significance," and the highest standard deviation was 0.8983 on item eight, "be concerned about social problems". This indicates that geography teachers were in complete agreement about the priority given to item one and they were in low agreement about the priority given to item eight.

The Viewpoints of Geography Instructors Regarding the Educational Objectives of Geographic Education.

In order to gain an indication about the views of geography instructors regarding the educational objectives of geography, the writer analyzed their views separately. This analysis was undertaken

to compare the views of this group with that of geography teachers. Each geography instructor was requested to express his views concerning the educational objectives of geography on a four-point scale (Appendix G). The results of this analysis are summarized in Table 36.

TABLE 36

Educational Objectives of Geography as Viewed by Geography Instructors.

Item No.	Objective	Rank	Mean	S.D.
2	Interpret the interaction of man and his environment.	1	3.8750	0.3360
16	Develop geographic objectivity.	2	3.8125	0.3966
25	Cultivate the contemplation about the creation of God.	3	3.8115	0.3966
1	Be aware of location and its significance.	4	3.7813	0.4200
10	Be concerned with the interdependence of the modern world.	5	3.7500	0.4399
15	Identify local natural forces and resources in his environment.	6	3.6875	0.4709
17	Interpret the principles of physical geography.	7	3.6865	0.4709
11	Interpret the customs, cultures and geography of other countries.	8	3.6815	0.5351
3	Identify the configurations of the continents.	9	3.5938	0.4990
23	Practice geography skills.	10	3.5936	0.5599
6	Identify political territories.	11	3.5313	0.5070
9	Explain the implication of geography to economic problems both here and throughout the world.	12	3.5311	0.6214
5	Develop global point of view.	13	3.4375	0.5040
8	Be concerned about social problems.	14	3.3438	0.5453
20	Be able to relate geography to other sciences.	15	3.0313	0.5379

Item No.	Objective	Rank	Mean	S.D.
12	Define geographic concepts.	16	2.9375	0.4353
13	Apply geographic theories.	17	2.5625	0.6690
24	Participate in the selection and planning of geographic activities.	18	2.5313	0.8418
19	Be trained for geographic research.	19	2.4688	0.6713
18	Apply geographic knowledge to daily functions.	20	2.4063	0.7560
7	Interpret country's loyalty.	21	2.3438	0.6530
21	Develop reflective thinking.	22	2.1875	0.8958
22	Explore a wide variety of career opportunities related to geography.	23	1.6563	0.7874
14	Memorize geographic factual details only.	24	1.0625	0.5040
4	Develop geographic knowledge about only Arab countries.	25	0.9375	0.3536

Table 36 reveals that the lowest standard deviation of 0.3360 was on items two, "interpret the interaction of man and his environment". This indicates that geography instructors were in high agreement about the priority given to item two. The highest standard deviation 0.8958 was on item twenty-one, "develop reflective thinking". This tends to indicate that geography instructors differ in their views about the stages of mental development of the student. Some teachers think that the formal operations of the intellectual stages of Piaget's theory are beyond the capabilities of the secondary school students.

The geography instructors evaluated most of the objectives very high; however, the ten leading objectives to them were:

1. Student should interpret the interaction of man and his environment.

2. He should develop geographic objectivity.

3. He should cultivate the contemplation about the creation of God.

4. He should be aware of location and its significance.

5. He should be concerned with the interdependence of the modern world.

6. He should identify local natural forces and resources in his environment.

7. He should interpret the principles of physical geography.

8. He should interpret the customs, cultures,and geography of other countries.

9. He should identify the configurations of the continents.

10. He should practice geography skills (Table 36).

The highest rated objective to geography instructors was item two, "interpret the interaction of man and his environment," with a mean of 3.8750. The lowest ranked objective was item four, "develop geographic knowledge about only Arab countries," with a mean of 0.9375 out of a possible 4.0000.

Geography instructors put more emphasis on the educational objectives of geographic education; that is, only three items had a mean of less than 2.0000. On the other hand, geography teachers put less emphasis on the educational objectives of geographic education, which is indicated by the fact that seven items received a mean of less than 2.0000. Geography instructors ranked item twenty-four, "student should participate in the selection and planning of geographic activities," higher than geography teachers. This tends to indicate

that geography instructors were more liberal than geography teachers. Neither geography teachers nor instructors put great emphasis on the modern educational objectives of geography. For example, item twelve, "student should define geographic concepts," and items thirteen, "student should apply geographic theories," had a rank of eighteen and nineteen, respectively, from geography teachers, and they received a rank of sixteen and seventeen, respectively, from geography instructors.

All of the participants were encouraged to make any comments or to add any geographic problems or objectives which were not included in the questionnaire. A considerable number of subjects commented and suggested, in one way or another, that geographic programs should be improved. It would be unreasonable to discuss all of these suggestions and comments; however, a summary of all these comments and suggestions is presented as follows:

1. Geography teachers who graduated from the College of Humanities at Riyad University are not qualified for teaching positions, because they did not take courses in education in their undergraduate studies.

2. New teachers become disappointed and discouraged by the real and unsatisfactory situations in the public schools.

3. There is no shortage of geography teachers in the urban areas, but the shortage exists in the rural areas. This is because teachers prefer to work in the city to take advantage of its attractions and because all teachers receive the same salary regardless of their teaching assignments. Thus, there is no inducement to reside in rural areas.

4. The geographic study of Saudi Arabia should be expanded.

5. A practical course in map drawing should be offered in the public secondary schools.

6. The geography students urgently need to go on field trips.

7. Traditional methods of instruction should be abolished in the public schools, and geography teachers should be asked to apply scientific methods of instruction when they teach geography.

8. The present geography textbooks in use are not suitable for a modern geography program. New textbooks which include major geographic concepts and objectives should be adopted.

9. Geography textbooks are complicated because the organization of subjects is not satisfactory.

10. The geography textbooks of the twelfth grade are too long and not up-to-date.

11. Repetition of the same geographic subjects in different grades of intermediate and secondary schools exists.

12. Geography textbooks were written by non-Saudis. Therefore, most of the geographic examples were given about Egypt rather than about Saudi Arabia.

13. Maps in the geography textbooks should be colored.

14. Shortage of large scale maps in the public schools exists.

15. Each shool should have geographic laboratory.

16. Libraries in the public schools are very poor and not organized. Also, their opening time is limited to a half hour per school day.

17. All school buildings should be desigend as modern school buildings.

18. Each school should have a geographic exhibition.

19. Geographic films, geographic material, and audio-visual equipment should be provided to each public school.

20. All geography classes should be held in special classrooms where all geographic materials and teaching aids are available. Therefore, each school should have a special geography classroom.

21. All the students are put in one classroom, regardless of their mental development.

22. Geography teachers put extreme limitations on the freedom of the students.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDY

The purposes of this chapter were to discuss the summary of the study, to present the conclusions on the basis of the findings and within the limitation of this study, to state the recommendations which derived from this investigation, and to make suggestions for further study.

Summary.

The purposes of the study were to investigate the following questions:

1. What is the status of geographic education in the public schools of Saudi Arabia?

2. What are the current problems associated with geographic education as viewed by principals, geography teachers, and students? More specifically, how do these groups view the problems of geographic education which appear under the following categories: a) Geography textbooks, b) Teaching methods, c) Geography teachers, and d) Geography curriculum.

3. What are the viewpoints of the participants regarding geographic materials and audio-visual equipment?

4. What should be the educational objectives of public school geography as viewed by teachers and instructors of geography?

To investigate and find answers for the first question an intensive analysis of data in the authoritative books, periodicals, reports, statistical yearbooks, official publications, unpublished materials and documents in both English and Arabic languages has been undertaken. This wide analysis briefly revealed the following:

1. Education in Saudi Arabia is free of charge in all levels and types of education.

2. Education in the country is government funded.

3. The current illiteracy rate ranges from seventy-five to eighty-five per cent of the total population.

4. Co-education does not exist in the educational systems of Saudi Arabia except in some kindergartens and in some schools of special education (Table 1).

5. All the courses in the public schools of the country are prescribed (Tables 9 and 15).

6. Education in the country is not compulsory.

7. Education is controlled by several governmental authorities (Table 3).

8. Geography was not recognized as a school subject until 1926.

9. The teaching methods of Arabian schools are traditional.

10. The changes which took place in geographic education in the public schools during the past two decades were moderate.

11. Geography as a separate course is offered in all the intermediate and secondary schools of the Ministry of Education, and all the students of these schools are enrolled in geography classes, except the students of eleventh and twelfth grades of science divisions (Tables 4, 5, 6, 10, 11, and 12).

12. The Ministry of Education has authorized a single geography textbook for each level of intermediate and secondary schools, except grades eleven and twelve where they have two geography textbooks (Tables 7 and 13).

13. All the geography textbooks were written by non-Saudis.

14. There is repetition in subject matter in the new geography textbooks of the new geography curriculum. For example, students have to study the principles of physical geography in the seventh grade, and they have to study this again in the eleventh grade. Also, they have to study the regional geography of the Muslim World in eighth grade, and they repeat the same subject in the twelfth grade.

15. The geography curriculum of public schools puts emphasis on regional geography rather than on systematic geography (Tables 7 and 13).

16. All the intermediate and secondary schools provide geography as a required subject rather than as an elective in all their grades, with the exception of the eleventh and twelfth grades of science divisions which offer no geography (Tables 8 and 14).

17. The amount of time devoted to geography instruction is the same in all the intermediate schools (Table 9). Also, it is the same in all the secondary schools (Table 15).

18. 56.1 per cent (356) of the 631 social science teachers were non-Saudis. They came from neighboring Arab countries (Table 16).

19. A Bachelor's Degree is required for securing a job of teaching geography in intermediate or secondary schools.

20. In the academic year of 1973-1974, Saudi Arabia had five geography departments at the college level, and all of them provided only the Bachelor's Degree (Table 17).

21. All these geography departments follow a highly prescribed system which gives no chance for the students to elect among courses (Table 18, 20, 21 and 22) except the grography department of the college of Education at Riyad University (Table 19).

22. The basic requirement for geography teachers in Saudi Arabia is at least seventeen college courses in geography while the state of Oklahoma only requires two college courses in geography

To examine and secure data for the second, the third, and the fourth questions, two research instruments were developed specifically for the purpose of the study (Appendices F and G). The first instrument was used to obtain answers for the second and third questions. Therefore, it consisted of two parts: Part I was concerned with the second question, and Part II was centered around the third question (Appendix F). The second instrument was applied to secure data which were needed for the analysis of the fourth question (Appendix G).

The two instruments were designed first in the English language; then they were translated into the Arabic language. Also, their validity and reliability have been tested.

The total sample of this study consisted of 441 participants. These randomly selected subjects were distributed as follows:

1. Eighty-five intermediate geography teachers.
2. Thirty-four secondary geography teachers.
3. Seventy-four intermediate school principals.
4. Twenty-four secondary school principals.
5. One hundred eighty-six senior art students of secondary schools (Table 25).
6. Thirty-eight geography instructors.

To collect the necessary data and to conduct the questionnaire, the writer worked for four months and twenty-five days in Saudi Arabia from March 7, 1974, until July 30, 1974. In spite of the fact that the participants in this study were not very familiar with the questionnaire method, the responses of all four sampled groups were satisfactory (Table 25).

At the end of the deadline time the writer had received sixty-two, or 72.9 per cent of qualified responses from geography teachers of intermediate school; twenty-five, or 73.5 per cent of qualified responses from geography teachers of secondary schools; fifty-one, or 68.9 per cent of qualified responses from intermediate school principals; seventeen, or 70.8 per cent of qualified responses from secondary school principals, one hundred and sixty-eight, or 90.3 per cent of qualified responses from students; and thirty-two, or 84.2 per cent of qualified responses from instructors (Table 25).

The analysis of gathered data went through several steps which can be summarized as follows:

1. Data gathered by the means of consideration of the primary and secondary sources were examined and integrated to complete the first phase of this study which dealt with a review and investigation of the contemporary status of geographic education in the public schools.

2. Data gathered by the means of questionnaire technique were analyzed as follows:

a. Each subject's response was hand scored. The score was rated as follows:

First Instrument	Second Instrument
4 - Major Problem	4 - Very Important
3 - Minor Problem	3 - Important
2 - Very Minor Problem	2 - Slightly Important
1 - No Problem	1 - Not Important
0 - No Opinion	0 - No Opinion

b. Every subject's responses was punched on an IBM Card.

c. After scoring and punching the cards, an IBM computer was used to handle the analysis of data.

d. The means and standard deviations of each item were obtained for the purpose of ranking the items according to the viewpoints of the participants.

e. Percentages were used in the analysis of data in Part II of the first instrument since percentages transformed the raw data into equivalent metrics, thus allowing more meaningful comparisons.

This study is organized into five chapters: Chapter I consists of the introduction, the general setting of the investigation, the background of the problem, the statement of the problem, the significance of the study, definition of the terms, conceptual model and assumptions, and delimitation of the study. Chapter II reviews

and investigates the present status of geographic education in the public schools. Chapter III includes the data sources, sampling, research instruments, collection of data, and treatment of data. Chapter IV presents the analysis of data and the findings. The summary, conclusions, recommendations and suggestions for further study are found in Chapter V.

Conclusions.

Based on the findings and with the limitations of this investigation, the following conclusions are suggested.

1. The geography teachers, principals, and students ranked the majority of geographic problems very high (Table 26).

2. The highest ranked problem from the viewpoints of geography teachers, principals, and students is problem number eighteen, "lack of geographic field trips," (Table 26).

3. The geography teachers, principals and students put great emphasis on the problems of teaching methods and the problems of textbooks. Four problems of the ten leading problems fall under the category of teaching methods, and two of them fall in textbooks category (Table 26).

4. Geography teachers and principals were in high agreement about the priority given to item eighteen, "lack of geographic field trips," (Tables 27 and 28).

5. Four problems received the highest possible mean of 4.0000 and the lowest possible standard deviation of 0.0000 from the principals (Table 28).

6. The students put half of the ten leading problems in the category of teaching methods while geography teachers put only two in this category, and the principals put three problems in the same category (Tables 27, 28 and 29).

7. The problems which were recognized by the geography teachers, principals, and students within the ten major problems without any repetition for any given problems were: Lack of geographic field trips, illustrations in the geography-textbooks are hazy, single textbook, geography teachers complain about carrying heavy load of classes, geography teachers complain about their socioeconomic status, lack of references about geographic education in the school, geography curriculum problems, lack of funds to buy geographic materials, lack of funds to support geographic projects, curriculum problems in general, discouragement of problem solving method, discouragement of panel discussions, the problems of teaching geography subjects by way of breadth rather than depth, and geography teachers need better training in professional education (Tables 27, 28, and 29).

8. Audio-visual equipment was not available in the majority of public schools of Saudi Arabia (Table 30).

9. The use of geographic materials and audio-visual equipment was limited in the public schools of Saudi Arabia (Table 30).

10. Geographic materials and audio-visual equipment in the public schools of Saudi Arabia were generally scarce and of poor quality (Table 30).

11. Geography teachers, principals, and students agreed that items seven, ten, fourteen, and fifteen were not available and they were

never being used. These items are: geographic print pictures, tapes, tape recorders, and television (Table 31, 32, and 33).

12. The students evaluated some of the geographic materials and some of audio-visual equipment as being excellent, but none of the geography teachers or principals have done so (Tables 31, 32, and 33).

13. Rural schools were poorly equipped in comparison with urban schools.

14. The libraries of public schools were very poor in geographic references.

15. Geography teachers and instructors put great emphasis on the majority of the educational objectives of geography (Table 34).

16. The highest ranked educational objective of geography by the geography teachers and instructors was item one "student should be aware of location and its significance," and the lowest ranked objective to them was item four, "students should develop geographic knowledge about only Arab countries," (Table 34).

17. Geography teachers and instructors placed minor emphasis on the modern educational objectives of geography, such as item twelve, "student should define geographic concepts," (Table 34).

18. The ten leading educational objectives to geography teachers and instructors were: 1. Students should be aware of location and its significance, 2. He should develop geographic objectivity, 3. He should cultivate the contemplation about the creation of God, 4. He should interpret the customs, cultures, and geography of other countries, 5. He should interpret the principles of physical geography, 6. He should identify local natural forces and resources in his environment,

7. He should interpret the interaction of man and his environment, 8. He should identify the configurations of the continents, 9. He should be concerned with the interdependence of the modern world, and 10. He should identify political territories.

Recommendations.

On the basis of findings, observations, and conclusions of the present study the following recommendations are proposed :

1. Since only two hundred and seventy-five, or 43.9 per cent of all the six hundred and thirty-one social science teachers (grades 7-12), were Saudis, the professional preparation and academic training of social science teachers not only for grades seven through twelve but also for grades one through twelve, should be the prime concern of most college social science departments.

2. Geography teachers should be trained to apply the inquiry method of instruction in the classroom. As Steinbrink and Tricarico state:

> "the inquiry teacher encourages students to support their statements with verifiable evidence. Imposing this attitude on the students changes the teacher's role because the teacher becomes an active inquirer rather than a source of information. The inquiry teacher helps students use the skills and techniques of the scientific method for problem solving."[1]

3. Geography teachers should be familiar with the foundations of education, child growth and development, general methods and materials of instruction, and other aspects of professional education.

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[1] John E. Steinbrink, and Stephen J. Tricarico, "The Arab-Israeli Conflict: Process, Content and Interaction," The Journal of Geography, Vol. 73, (October, 1974), P.33.

4. A general geography course which deals with the nature and structure of the discipline, its methodology and the basic concepts pertaining to the physical, biotic, and cultural elements of the environment and their relationship should be a required course for every prospective teacher of geography.

5. The salaries of geography teachers should be increased and a monthly financial increment must be given to those geography teachers who teach in remote areas of the country.

6. In-service training programs in geography and education would be of considerable benefit to upgrade geography education in the public schools of Saudi Arabia. Therefore, in-service education should be organized and expanded.

7. Educators and geographers should be encouraged to do research and publish books which analyze various aspects of geographic thought.

8. College instructors and public shool geography teachers should work side by side to make geography more interesting, more meaningful, and more effective.

9. There were no communications between the faculty members of the College of Education and the geography teachers of the public schools in Saudi Arabia. Therefore, it is recommended that strong interaction should be encouraged between the two groups. These processes, hopefully, will promote the quality of education in the college and in intermediate and secondary schools.

10. Geographic materials and instructional methods in the public schools and in the college departments of geography must depart

sharply from traditional methods requiring recitation from memory to modern methods requiring a problem-solving approach.

11. The new curriculum materials of the American High School Geography Project should be translated to Arabic language and implemented properly in the secondary schools of Saudi Arabia.

12. A scientific method of instruction and John Dewey's concept of examination should be adopted to create a genuine and intellectual process of learning.

13. Students must be encouraged to formulate their own general concepts and to make deductions from theoretical models.

14. At the present time, students should be recruited to study geography so that the problem of the shortage of geography teachers might be relieved.

15. During the coming decade students from rural areas and remote towns or villages must be encouraged to join geography departments by giving them scholarships which include a monthly allowance, room and board, on the condition that they go back to their home towns to teach after their graduation.

16. Students who graduate from geography departments which were not designed to prepare geography teachers must take professional education courses before their admisssion to the teaching profession.

17. The mastering of the English language should be a requirement for securing the Bachelor's Degree in geography and education.

18. Knowledge of geography can make a significant contribution to global cooperation, understanding, and interdependence among nations.

To strengthen this contribution, geography curriculum in public schools and college geography departments should be reexamined, re-evaluated, and revised.

19. In light of the growing complexity of international problems, geography should be stressed at all levels from grade school through the university.

20. Immediate action should be taken to solve the problems which were identified by sampled subjects.

21. The Ministry of Education should appoint a committee of well trained educators and geographers to study and propose the solutions for at least the top ten problems which were recognized by the participants. Also, this committee should write concrete and practical plans for supplying enough geographic materials and audio-visual equipment to all public schools.

22. The Ministry of Education should appoint a committee of eminent educators and geographers to write a considerable number of up-to-date geography textbooks. These new publications should put emphasis on educational objectives of geography according to the degree of their importance as viewed by the participants.

23. The needs and demands of all schools which include items such as qualified teachers, adequate school housing, books, geographic materials, and audio-visual equipment should be recognized and dispatched to all needy schools.

24. Special classrooms for geography instruction should be provided in each public school. In these facilities, high quality of geographic materials, maps,globes, teaching aids and equipment should be available.

25. Several secondary schools should adopt the elective courses and credit hour system of American education as an experimental procedure.

26. Because the credit hour system and the elective courses system create an atmosphere of scholarship and freedom, all geography departments should adopt the elective courses and credit hour system of American education.

27. Some college geography departments should organize a profound program which leads to a Master's Degree in geography and education.

28. More scholarships should be available for Saudi students to help them to pursue their graduate studies abroad in the area of educational geography.

29. A national council for geographic education should be established in Saudi Arabia.

Suggestions for Further Study.

This investigation has shown that there are many research problemsremaining to be dealt with. Therefore, it is suggested that further studies should be undertaken regarding geographic education in Saudi Arabia. These suggestions can be summarized as follows:.

1. A study to analyze the current status of geographic education in the elementary schools.

2. A study to analyze contemporary geographic education in girls' schools.

3. A study to examine and determine the best qualifications and traits of geography teachers.

4. Research should be conducted to investigate the certification of geography teachers and to introduce concrete plans for solving the problem of shortage of geography teachers.

5. Research to analyze and propose in-service programs for geography teachers at all the levels of education.

6. Research should be conducted to determine the implication of John Dewey's learning theory, Piaget's model of intellectual development, Bloom's cognitive processes, Taba's tasks, and Gagne's intellectual learner capability for the teaching of geography and the development of geography curriculum in the public schools and geography departments of Saudi Arabia.

7. A study to determine the effects of using the behavioral objectives technique for improving communication between geography teachers and their students, and vice versa.

8. A study to analyze the geographic literature and to write a geography textbook which stresses concepts, generalizations, theories, and the inquiry approach.

9. A research study should be conducted to evaluate and revise the geography programs of the departments of geogrpahy.

10. Investigation should be undertaken to examine the credit hour system and elective courses system of American education and determine the possibility of their introduction to the secondary schools and college geography departments.

11. Research should be conducted to develop a valid, reliable, and objective test that could be administered to sampled students to determine the answer to the question of whether they are or are not geographically illiterate.

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APPENDICES*

*All the questionnaires and other notes related to this study were translated by the writer to Arabic.

APPENDIX A

The exact Arabic copy of the letter of the Deputy Minister of Education which was sent to each superintendent in the country and the English translation of this letter.

بسم الله الرحمن الرحيم

المملكة العربية السعودية

وزارة المعارف

الادارة العامة للعلاقات والبعثات الخارجية

البعثات الخارجيه

الرقم ٢٤/١/٤٤ د / ١١٢٥

التاريخ ٢٦/٢/١٤٠٢

المشفوعات

APPENDIX A

الـــى مـــديـري التعلـــيم

السـلام عليكم ورحمة الله وبركاته • وبعد

الاستاذ / عبد الله علي العبد الرحمن الصنيـع أحـد مبعوثي جامعة الملك عبد العزيز للدراسات العليا وقد حضـر الى الوطن لاعداد رسالته للدكتوراه في موضوع تحليل الوضع الحالي لتعليـم مادة الجغرافيا في مدارسنا المتوسطه والثانويه مع دراسة خاصـه ومفصله لمشكلات تعليم الجغرافيا واهدافها في هذه المـدارس •

نامـل التعاون معـه وتسهيـل المهمـه التي حضـر من أجلهـا ،،

ولكم تحياتنـــا ••••••••

م / ل

وكيـل وزارة المعارف للشئون التعليميه والاداريـــه

خالـد بن فهد بن خالـــد

In the Name of God
Most Gracious Most Merciful

Kingdon of Saudi Arabia
Ministry of Education
General Administration
for
Foreign Relations and
Scholarships

No. 32/1/44/1125
Date 2-26-1394(A.H.)
March 20, 1974
Attached papers --

Foreign Scholarship

APPENDIX A

To All School Superintendents:

Peace upon you, mercy and blessing of God.

Mr. Abdullah Assaneea is one of King Abdulaziz University graduate students abroad who has returned to the country to collect data for his doctoral dissertation. Mr. Assaneea's research will deal with the analysis of the contemporary geographic education in our intermediate and secondary schools, with special reference to the geographic problems and objectives in these schools.

We hope that you cooperate with him and help him in his mission which he has come for.

Our regards to you.

Deputy Minister of Education

Khaled Bin Fahad Bin Khaled

APPENDIX B

A letter from the writer to the principals included in this study.

March 29, 1974

Abdullah A. Assaneea
College of Education
King Abdulaziz University
Mecca, Saudi Arabia

Dear Principal:

I am presently working on my doctoral dissertation at the University of Oklahoma. The major purpose of this study is to identify and analyze the problems which are associated with geographic education and to examine the geographic educational objectives in the public schools of Saudi Arabia grades 7-12. It is my hope that this study might result in some contribution toward making geography more interesting, more meaningful and more effective subject in our schools. You as principal can make a helpful and valuable contribution to this project by helping me to secure the needed data for this study.

Attached to this letter you will find a Check List of the Questionnaire's Items. Would you please answer the questionnaire as directed on the front page of it. Also, please return your fully completed questionnaire to me personally or send them to me in the self addressed envelope as soon as possible.

I would be very grateful to you for your assistance in this matter and your cooperation will be greatly appreciated. Thank you very much for your time and patience.

Sincerely yours,

Abdullah A. Assaneea

P. S.

Some direction and information for answering this questionnaire.

1. I would like to assure you that the purpose of this study is that I have explained above in my letter to you.
2. Please answer this questionnaire by yourself and give only your personal answers.
3. Please read each item of the questionnaire very carefully.
4. Please do not leave any question without an answer.
5. Please be sure that your answers will be very confidential and they will be used only for the purpose of this study.

APPENDIX C

A letter from the writer to all geography teachers included in this study.

March 29, 1974

Abdullah A. Assaneea
College of Education
King Abdulaziz University
Mecca, Saudi Arabia

Dear Geography Teacher:

I am presently working on my doctoral dissertation at the University of Oklahoma. The major purpose of this study is to identify and analyze the problems which are associated with geographic education and to examine the geographic educational objectives in the public schools of Saudi Arabia grades 7-12. It is my hope that this study might result in some contribution toward making geography more interesting, more meaningful and more effective subject in our schools. You as geography teacher can make a helpful and valuable contribution to this project by helping me to secure the needed data for this study.

Attached to this letter you will find a Check List of the Questionnaire's Items. Would you please answer the questionnaire as directed on the front page of it. Also, please return your fully completed questionnaire to me personally or send them to me in the self addressed envelope as soon as possible.

I would be very grateful to you for your assistance in this matter and your cooperation will be greatly appreciated. Thank you very much for your time and patience.

Sincerely yours,

Abdullah A. Assaneea

P. S.

Some direction and information for answering this questionnaire.

1. I would like to assure you that the purpose of this study is that I have explained above in my letter to you.
2. Please answer this questionnaire by yourself and give only your personal answers.
3. Please read each item of the questionnaire very carefully.
4. Please do not leave any question without an answer.
5. Please be sure that your answers will be very confidential and they will be used only for the purpose of this study.

APPENDIX D

A letter from the writer to all senior students of secondary schools included in this study.

March 29, 1974

Abdullah A. Assaneea
College of Education
King Abdulaziz University
Mecca, Saudi Arabia

Dear Student:

I am presently working on my doctoral dissertation at the University of Oklahoma. The major purpose of this study is to identify and analyze the problems which are associated with geographic education and to examine the geographic educational objectives in the public schools of Saudi Arabia grades 7-12. It is my hope that this study might result in some contribution toward making geography more interesting, more meaningful and more effective subject in our schools. You as student can make a helpful and valuable contribution to this project by helping me to secure the needed data for this study.

Attached to this letter you will find a Check List of the Questionnaire's Items. Would you please answer the questionnaire as directed on the front page of it. Also, please return your fully completed questionnaire to me personally or send them to me in the self addressed envelope as soon as possible.

I would be very grateful to you for your assistance in this matter and your cooperation iwll be greatly appreciated. Thank you very much for your time and patience.

Sincerely yours,

Abdullah A. Assaneea

P. S.

Some direction and information for answering this questionnaire.

1. I would like to assure you that the purpose of this study is that I have explained above in my letter to you.
2. Please answer this questionnaire by yourself and give only your personal answers.
3. Please read each item of the questionnaire very carefully.
4. Please do not leave any question without an answer.
5. Please be sure that your answers will be very confidential and they will be used only for the purpose of this study.

APPENDIX E

A letter from the writer to all geography instructors included in this study.

March 29, 1974

Abdullah A. Assaneea
College of Education
King Abdulazez University
Mecca, Saudi Arabia

Dear Geography Instructor:

I am presently working on my doctoral dissertation at the University of Oklahoma. The major purpose of this study is to identify and analyze the problems which are associated with geographic education and to examine the geographic educational objectives in the public schools of Saudi Arabia grades 7-12. It is my hope that this study might result in some contribution toward making geography more interesting, more meaningful and more effective subject in our schools. You as geography instructor can make a helpful and valuable contribution to this project by helping me to secure the needed data for this study.

Attached to this letter you will find a Check List of the Questionnaire's Items. Would you please answer the questionnaire as directed on the front page of it. Also, please return your fully completed questionnaire to me personally or send them to me in the self addressed envelope as soon as possible.

I would be very grateful to you for your assistance in this matter and your cooperation will be greatly appreciated. Thank you very much for your time and patience.

Sincerely yours,

Abdullah A. Assaneea

P. S.

Some direction and information for answering this questionnaire.

1. I would like to assure you that the purpose of this study is that I have explained above in my letter to you.
2. Please answer this questionnaire by yourself and give only your personal answers.
3. Please read each item of the questionnaire very carefully.
4. Please do not leave any question without an answer.
5. Please be sure that your answers will be very confidential and they will be used only for the purpose of this study.

APPENDIX F

Forms of problem statements or items and information on geographic materials and media

APPENDIX F

Part I. Optional

1. Waht is your name?

Required

1. What is the name of your school?
2. Where is the location of your school?
3. What is your classification? (please check one) 1. ( ) intermediate school principal, 2. ( ) secondary school principal, 3. ( ) geography teacher of intermediate school, 4. ( ) geography teacher of secondary school, and 5. ( ) student.

Please check like this (✓) each problem statement and items according to the degree of their importance rank to you. For example, if you feel the first item represents a very major problem you would check "major problem". Please check only one blank for each item.

Problem Statement and Item	Major Problem	Minor Problem	Very Minor Problem	Not Problem	No Opinion
1. Too many geographic materials to cover during the year.					
2. Geography textbooks are out dated.					
3. Maps in the geography textbooks are not clear.					
4. Graphs in the geography textbooks are confusing.					
5. Illustrations in the geography textbooks are hazy.					
6. Geography textbooks do not give consideration to the cognitive development of the students.					
7. Preoccupation of geography textbooks with factual detail.					
8. Lack of references about geographic education in my school.					
9. Dominant conception of the student as passive and receiving.					
10. Encouragement of memorization.					
11. Discouragement of problem solving method.					
12. Emphasis on static conditions					
13. The problem of teaching geography subjects by way of breadth rather than depth.					

Part I (continued)

Problem Statement and Item	Major Problem	Minor Problem	Very Minor Problem	Not Problem	No Opinion
14. Classes are very formal					
15. Single textbook.					
16. Class is teacher-centered					
17. Discouragement of panel discussions.					
18. Lack of geographic field trips which have relationships to the geographic courses in the school.					
19. Shortage of geography teachers					
20. Geography teachers are complaining about carrying heavy load of classes.					
21. Geography teachers are complaining about their social economic status.					
22. Geography teachers need better training in geography.					
23. Geography teachers need better training in professional education.					
24. Geography teachers need better training in general education.					
25. Geography curriculum problems					
26. Geography hours during the week are not enough.					
27. Geography hours during the week are long.					
28. Curriculum problems in general.					
29. System of examinations.					
30. System of grades.					
31. Large classes.					
32. Lack of funds to buy geographic materials.					

Part I (continued)

Problem Statement and Item	Major Problem	Minor Problem	Very Minor Problem	Not Problem	No Opinion
33. Lack of funds to support geographic projects.					
34. School environment is not pleasant.					
35. Discipline Problems					
36. Administrative Problems					

Please add and rank any geographic educational problems which I do not include.

If you have any comments or suggestions please write them down.

Part II. Information on Geographic Material and Audio-Visual Equipment.

Please read carefully, then mark and rank each item to the best of your knowledge. Use mark sign like this (✓). Please do not leave any item without mark.

Item	Rank of Availability in your school			Rank of Use in your school			Rank of Quality		
	Plentiful	Scarce	Not Available	Often	Sometimes	Never	Excellent	Average	Poor
1. Wall maps									
2. Large Maps in general									
3. Atlases									
4. Globes									
5. Map drawing materials									
6. Map drawing instruments									
7. Geographic Print pictures									
8. Geographic Slide pictures									
9. Films									
10. Tapes									
11. Overhead Projectors									
12. Slide Projectors									
13. Cinema									
14. Tape recorders									
15. Televisions									
16. Other (specify)*									

*Source: W. Gandy, The Status of Geography in the Public Senior High Schools of California, unpublished doctoral dissertation, Stanford University, 1960, P. 179.

APPENDIX G

Forms of Educational Objectives of Geography

APPENDIX G

EDUCATIONAL OBJECTIVES FOR GEOGRAPHY

This questionnaire is designed to learn more about how geography instructors and teachers assess educational objective of public school geography. Each statement describes an educational objective of geography. Please indicate how important each objective listed below is to you by checking one of four indexes after each objective. For example, if you feel the first statement describes a very important objective you would check "Very Important". Please check only one blank for each educational objective.

Educational Objectives	Very Important	Important	Slightly Important	Not Important	No Opinion
A student should					
1. Be aware of location and its significance					
2. Interpret the interaction of man and his environment					
3. Identify the configuarations of the continents.					
4. Develop geographic knowledge about only Arab countries					
5. Develop global point of view					
6. Identify Political territories					
7. Interpret country's loyalty					
8. Be concerned about social problems					
9. Explain the implication of geography to economic problems both here and throughout the world.					
10. Berconcerned with the interdependence of the modern world					
11. Interpret the customs, cultures and geography of other countries.					
12. Define geographic concepts					
13. Apply geographic theories					
14. Memorize geographic factual details only					

Educational Objectives	Very Important	Important	Slightly Important	Not Important	No Opinion
15. Identify local natural forces and resources in his environment.					
16. Develop geographic objectivity.					
17. Interpret the principles of physical geography.					
18. Apply geographic knowledge to daily functions.					
19. Be trained for geographic research.					
20. Be able to relate geography to other sciences.					
21. Develop reflective thinking.					
22. Explore a wide variety of career opportunities related to geography.					
23. Practice geography skills (map utilization).					
24. Participate in the selection and planning of geographic activities.					
25. Cultivate the contemplation about the creation of God.					

Please add and rank any educational objectives of public school geography which I do not include.

If you have any comments or suggestions please write them down.

APPENDIX H

Name, Location and Size of All Sampled Schools.

APPENDIX H

Name, Location, and Size of All Sampled Schools.[1]

1. Intermediate Schools.

	Name of School	Province	Location	No. of Students
1.	Abo Bakor Assadeeq	Al-hassa	Al-huuf	395
2.	Al-ouon	Al-hassa	Al-ouon	179
3.	Al-karrah	Al-hassa	Al-karah	100
4.	Khaled Iben Al-waled	Al-hassa	Al-mebaraz	275
5.	Al-emam Ashafia	Al-hassa	Al-khobar	342
6.	Anomothejeyah	Al-hassa	Al-khobar	274
7.	Azzobeer	Al-hassa	Al-khobar	182
8.	Jerarah	Al-hassa	Jerarah	027
9.	Anomothejeyah	Al-hassa	Sehat	284
10.	Anak	Al-hassa	Anak	072
11.	Al-lith	Asir	Al-lith	042
12.	Thereban	Asir	Thereban	092
13.	An-nimas	Asir	An-nimas	217
14.	Abu Arish	Asir	Abu Arish	198
15.	Al-badia	Asir	Al-Badia	056
16.	Moath Iben Jabel	Asir	Jizan	238
17.	Samtah	Asir	Samtah	101
18.	Al-serhan	Asir	Al-serhan	075
19.	Sorat Abeydah	Asir	Sorat Abeydah	182
20.	Bellasmar	Asir	Ballasmar	082
21.	Najran	Asir	Najran	242
22.	Iben Taymeiah	Asir	Al-faisleyah	117
23.	Abo Mohgen Athagafi	Hejaz	Taif	307
24.	Al-komal	Hejaz	Al-hada	067
25.	Kaha	Hejaz	Kaha Bethagef	061
26.	Ashaaeb	Hejaz	Ashaaeb	085
27.	Sohel ben Amer	Hejaz	Ynbo Al-baher	265
28.	Al-wastah	Hejaz	Al-wastah	064
29.	Al-madinah Al-hadetha	Hejaz	Al-madinah	146
30.	Hasan Ben Thabet	Hejaz	Al-mosajed	065
31.	Othman Ben Affan	Hejaz	Al-madinah	477
32.	Omer Iben Al-khatab	Hejaz	Al-madinah	456
33.	Al-kaka Iben Omer	Hejaz	Al-madinah	268
34.	Khayber	Hejaz	Khayber	030
35.	OM Al-qura	Hejaz	Mecca	481
36.	Omero Iben Al-as	Hejaz	Mecca	542
37.	Tareq Iben Ziyad	Hejaz	Rabagh	201
38.	Athagar	Hejaz	Jeddah	465
39.	Tuwal	Hejaz	Tuwal	058
40.	Bashahem	Hejaz	Al-farah	072
41.	Sofyan Iben Awf	Hejaz	Addahamshah	126
42.	Al-afoos	Hejaz	Al-afoos	153
43.	Khamed	Hejaz	Baljorachi	284

Name of School	Province	Location	No. of Students
44. Assulayyil	Najed	Assulayyil	080
45. Iben Zaydoon	Najed	Riyad	570
46. Jabel Toweq	Najed	Riyad	447
47. Al-abas	Najed	Riyad	391
48. Palestine	Najed	Riyad	723
49. First Riyad	Najed	Riyad	631
50. Tahfed Al-koran	Najed	Riyad	024
51. Ha Ashefa	Najed	Riyad	113
52. Adderayah	Najed	Adderayah	160
53. Mozel	Najed	Mozel	022
54. Al-yamamah	Najed	Al-yamamah	081
55. Al-kotkot	Najed	Al-kotkot	029
56. Durma	Najed	Durma	061
57. Al-artawiyah	Najed	Al-artawiyah	038
58. Hotat Sudayr	Najed	Hotat Sudayr	074
59. Nomer	Najed	Nomer	055
60. Rawatat Sudayr	Najed	Rawatat Sudayr	051
61. Al-bejadiah	Najed	Al-bejadiah	038
62. Addawadimi	Najed	Addawadimi	214
63. Afif	Najed	Afif	171
64. Al-badayea	Najed	Al-badayea	110
65. Al-asyah	Najed	Al-asyah	102
66. Salah Addeen	Najed	Buraydah	307
67 Arrass	Najed	Arrass	295
68. Al-kadeseyah	Najed	Unayzah	205
69. Palestine	Najed	Unayzah	206
70. Al-howtah	Najed	Al-howtah	172
71. Bano Taklob	Najed	Layla	096
72. Iben Al-kayem	Northern	Sakakah	206
73. Al-mokerah	Northern	Tabuk	294
74. Second Hail	Northern	Hail	459

2. Secondary Schools

Name of Schools	Province	Location	No. of Students	No. of Senior Students of Art Divisions Only
1. Al-khobar	Al-hassa	Al-khobar	468	24
2. Safwa	Al-hassa	Safwa	241	22
3. Addammam	Al-hassa	Addammam	511	50
4. Moath Iben Jabel	Asir	Jizan	138	14
5. Khamis Mushayt	Asir	Khamis Mushayt	158	10
6. Najran	Asir	Najran	119	13
7. Taif	Hejaz	Taif	743	60
8. Al-madinah	Hejaz	Al-madinah	610	88
9. Azizyah	Hejaz	Mecca	1396	155
10. Shati	Hejaz	Jeddah	1315	87

Name of Schools	Province	Location	No. of Students	No. of Senior Students of Art Divisions Only
11. Rabegh	Hejaz	Rabegh	050	06
12. Baljorashi	Hejaz	Baljorashi	133	16
13. Riyad	Najed	Riyad	664	46
14. Mahad Al-asmah	Najed	Riyad	384	28
15. Al-kharj	Najed	Al-kharj	312	26
16. Azzilfi	Najed	Azzilfi	037	00
17. Al-majmaah	Najed	Al-majmaah	048	00
18. Addawadimi	Najed	Addawadimi	086	08
19. Shagrah	Najed	Shagrah	056	07
20. Buraydah	Najed	Buraydah	233	17
21. Arrass	Najed	Arrass	162	24
22. Al-hawtah	Najed	Al-hawtah	042	04
23. Al-jawf	Northern	Sakakah	145	07
24. Arar	Northern	Arar	135	11

[1]Statistical Department, Ministry of Education, Saudi Arabia, Statistical Note, 1974, pp. 133-163 and pp. 196-202.