

Geography Curricula for Primary School Students while Considering the Psychological Foundations from the Perspective of those Involved in the Educational Process

By

Thamer Hadi Askar Al Shammari*

*Ph.D Studyer in Curricula and Teaching Methods

ar111@outlook.sa

Nasser Zidane Askar Al Shammari**

**Ph.D Studyer in Psychological Counseling

al-3skr@hotmail.com

Abstract: The study aimed to identify the degree to which geography textbooks for the upper primary stage take into account the psychological foundations of curricula from the perspective of teachers and school principals. The study population consisted of all geography teachers in upper elementary grades and school principals of schools with these grades in government schools of Hafr Al-Batin Governorate, Saudi Arabia. The study population was (365) teachers and (300) principals in the 2003/2004 academic year. The study sample, which included 89 teachers and 75 principals, was selected using stratified random sampling. To achieve the study objectives, a questionnaire consisting of 50 items was developed. The study revealed the following results: there are a number of psychological foundations that should be considered in geography curricula, some of which were moderately considered. Additionally, there were statistically significant differences ($\alpha = 0.05$) between the mean ratings of the study participants regarding the degree to which psychological foundations were considered in the geography curriculum, which can be attributed to the job position in favor of administrators. The study recommended the need to utilize psychological foundations by curriculum planners and teachers to enhance student learning in cognitive, skill, and affective domains.

Introduction: The concept of the curriculum has evolved and developed with the advancement of educational science and the increasing need to refine this concept in order to identify and address the problems of the educational process. Traditionally, the school curriculum was centered on the textbook, with the primary goal being the transmission of knowledge acquired by scholars to subsequent generations. However, the focus was not limited to cognitive aspects alone (Al-Rashdan & Al-Ja'aneeni, 1994). So the curriculum in this context became the school book, according to the traditional view that limits the concept of curriculum to the school book alone, and makes it the focus of the educational process (Al-Saqr, 2003).

Recently, the view of the concept of curriculum has changed as it is a series of educational activities or experiences planned by the authority and implemented under the supervision and guidance of the school, whether inside or outside the classroom (Barth, 1993).

Additionally, the concept of curriculum also refers to a formal written document that outlines a set of knowledge and experiences consisting of four essential elements: objectives, experiences, teaching and learning activities, and evaluation (Hamdan, 2002).

Beauchamp (1987) posits that the curriculum is a written document that teachers logically use as a framework for their instructional practices. Furthermore, the curriculum encompasses the goals that the school aims to achieve, the methods of organizing these experiences, and the delivery methods to ensure that these goals are achieved.

The following points can be highlighted in light of the above:

- The school curriculum is a concept that is constantly evolving.
- The school concept today is no longer limited to knowledge alone, but rather focuses on the learner as a free individual with psychological and emotional needs.
- The school curriculum extends to what the student acquires outside of school under the guidance of the school.

The goal of the school curriculum is to provide students with a set of desired information, skills, and attitudes so that the learner can grow comprehensively, leading to modifying his behavior and behavior and empowering him to interact with his environment and community.

The textbook is the practical application of the objectives, content, activities, and evaluation outlined in the curriculum. Saeed and Ibrahim (1997) indicated that the textbook consists of a set of instructional units designed according to a specific organization that is consistent with the characteristics of the learners, thus it contributes to achieving their integrated growth in various physical, mental, psychological and social aspects."

A textbook translates into cognitive content presented to the learner. Al-Buga (2003, p. 55) defined content as: "A set of facts, knowledge, skills, and human experiences that vary with time and place, and the needs of people that the learner interacts with to achieve the desired educational objectives." Similarly, Mar'ei and Al-Hila (2003, p. 139) define it as: "The type of knowledge and information that is selected and organized in a specific way, whether this knowledge is concepts, facts, or fundamental ideas".

Content, along with its selection and organization, is one of the most important elements in curriculum construction. The selection and organization of content is the responsibility of the Ministry of Education, represented by the educational development and national programs department, which includes specialists in various branches of knowledge taught at the general education levels, as well as specialists in curriculum and teaching methods.

Sa'ada, in his book on social studies curricula, suggested a set of criteria to assist curriculum planners in selecting content and learning experiences for the subject matter, such as: "truthfulness, function, student interest, learnability, and universality." Good content should align with these criteria, in addition to its relevance to educational objectives and its alignment with the needs and developmental characteristics of students (Yahi, 1992).

Awis (2003) points out that the majority of students in the primary stage and beyond have a wide range of logical thinking at the expense of illogical thinking, with the integration of intelligence and the growth of experience and training.

It is acknowledged that the learning process requires extensive knowledge of how learning occurs and the conditions that must be met for effective learning. Studying learning theories helps in curriculum planning and improving the educational process in general and the teacher's work in particular (Al-Dasuqi, 2003). Hence, there are a number of Foundations that should be considered in curriculum design to achieve maximum benefit for the learner, which can be summarized as follows (Sa'ada and Ibrahim, 1997):

- Firstly, **chronological or historical sequence:** The content should reflect the chronological sequence of historical events, based on the fact that learning begins with students' current experiences and then traces the phenomenon back to its roots.
- Secondly, **moving from the whole to the part:** The focus is initially on the whole, such as the Earth, and then moves to the parts, like continents, regions, and general natural and human phenomena.
- Thirdly, **moving from the known to the unknown:** This principle is linked to the learner's prior experiences and emphasizes the need to consider students' previous knowledge when organizing the curriculum.
- Fourthly, **moving from the simple to the complex:** This involves progressing from easy elements to complex structures.
- Fifthly, **moving from the concrete to the abstract:** This is aligned with the development of the learner's formal thinking, which progresses from the concrete to the abstract.
- Sixthly, **moving from the near to the far:** This refers to exposing the student to experiences that are close to them first, and then moving on to more distant experiences, such as focusing on Arab and Islamic history before moving on to European and American history.

Given the importance of geography as a social science that serves as a link between the Earth and humans and builds the relationship between them, whether positive or negative, it is also an integrative science that connects natural sciences and social sciences (Yahi, 1992).

The reliance of curricula on psychological foundations is an assumption that curriculum developers and planners should consider. However, this reliance may not always be realized in practice. Curriculum developers often plan and translate their curricula into courses based on their own conceptions of the learner, the educational process, and educational objectives themselves. Hence, the relationship between the curriculum on the one hand and the psychological foundations on the other hand may be distorted. Therefore, educational study is expected to address this relationship through study and analysis.

The geography curriculum is one of the school curricula tasked with achieving a set of educational objectives that help individuals adapt to their environment and society. It is essential to reveal the degree to which the geography curriculum is linked to the psychological foundations of the curriculum to ensure that these foundations are considered. Although this approach is necessary at all educational stages, it is more urgent in the primary and secondary stages in particular, as learners undergo a transformation in their cognitive and affective characteristics during these stages, which must be considered when designing instructional experiences.

Therefore, it is necessary to investigate the extent to which geography textbooks consider the psychological foundations as mentioned above, from the perspective of teachers and school principals.

Problem Statement and Study Questions

The Saudi Ministry of Education has observed that existing curricula are no longer adequately addressing the individual and societal needs of learners. Moreover, these curricula are not aligned with the rapid changes occurring in Saudi society. After thorough examination, several reasons for developing them, including:

- **Rapid societal development:** The contemporary Saudi society has witnessed significant advancements in culture, economy, technology, and lifestyle, necessitating parallel educational reforms.
- **Outdated curricula:** Current curricula were designed based on the societal needs of a previous era. The rapid progress and transformation in Saudi society necessitate a review of these curricula to ensure their relevance to contemporary challenges.
- **Global developments:** The late 20th century saw numerous global revolutions, including the communications, knowledge, social, and industrial revolutions, which have significantly impacted educational needs.

This study aims to investigate the extent to which geography textbooks for upper elementary grades for the psychological foundations of curriculum design, as perceived by teachers and school principals in Hafr Al-Batin Governorate in the Kingdom Saudi of Arabia. Specifically, this study seeks to answer the following questions:

1. To what extent do geography textbooks for grades 4, 5, and 6 align with the psychological foundations of curriculum design, as perceived by teachers and principals in Saudi Arabian schools?
2. Is there a significant difference in the perceptions of teachers and administrators regarding the alignment of

geography textbooks with psychological foundations based on their job title (principal or teacher)?

3. Is there a significant difference in the perceptions of teachers and administrators regarding the alignment of geography textbooks with psychological foundations based on their years of experience?
4. Is there a significant difference in the perceptions of teachers and principals regarding the alignment of geography textbooks with psychological foundations based on their educational Qualifications?

Study Terms:

- **Upper elementary geography textbooks:** These are the geography textbooks used for grades 4, 5, and 6 in Saudi Arabia during the 1996-1997 academic years.
- **Psychological foundations of curriculum development:** These refer to the psychological Foundations, derived from theories of child development and educational study, which should guide the creation of effective curricula. These Foundations are based on the learner's developmental characteristics, needs, abilities, and the nature of the learning process. Examples include moving from the whole to the part, the general to the specific, and the concrete to the abstract (Ladson-Billings, 2003).
- **Teacher:** A teacher who teaches geography to upper elementary grades in schools located in Hafr Al-Batin Governorate, Saudi Arabia, during the 2004-2005 academic years.
- **School principal:** The principal of a school in Hafr Al-Batin Governorate, Saudi Arabia, where geography is taught to upper elementary grades during the 2004-2005 academic years.

Limitations of the Study:

The generalizability of this study's findings is limited by several factors:

1. **Study instrument:** The study relies on a study instrument developed by the studyer, and the degree of its validity and reliability.
2. **Sample:** The sample is restricted to teachers and principals in Hafr Al-Batin Governorate, Saudi Arabia, who were teaching geography to upper elementary grades during the 2004-2005 academic years, as well as, geography textbooks used during the 2004-2005 academic year.

Significance of the Study :

As a result of daily experience with the curriculum, educators and managers can determine the degree to which the curriculum takes into account psychological foundations, given that psychological foundations are one of the most important components of the curriculum in determining educational outcomes. Therefore, it is expected that this study will produce a set of recommendations that will benefit curriculum developers, especially with regard to psychological foundations. In addition, this study gains its importance from the fact that it addresses a study topic of great importance in studies, especially within a Saudi context. It thus opens avenues for future study and contributes to the body of knowledge in this field.

In light of the growing emphasis on the educational process and its inputs within educational study, this evaluative study of textbooks plays a pivotal role in ensuring that curricula effectively achieve their objectives. By examining the content and activities within textbooks, this study can identify ways to enhance student learning, behavioral adjustments, and overall development. The study's significance is further underscored by the following:

- **Informing policymakers:** The study provides valuable insights for educational policymakers and curriculum developers to identify strengths in existing curricula and build upon them.
- **Enhancing teacher knowledge:** The study offers new perspectives for supervisors and teachers regarding the development of textbooks, their objectives, and the importance of considering students' psychological needs.
- **Establishing guidelines:** The study can contribute to the development of criteria and guidelines for textbook authors, especially those writing social studies materials, to ensure that their content aligns with the psychological Foundations relevant to upper elementary students.
- **Stimulating further study:** This study can serve as a foundation for future study in the field of social studies education, encouraging further evaluative studies conducted from the perspective of local stakeholders.

Previous Studies:

Al-Sakiti (2002) conducted a study aimed at evaluating the activities included in the third and fourth-grade social studies curricula in Oman. The study sought to identify the strengths, weaknesses, and areas of focus of these activities, as well as their cognitive levels and alignment with curriculum objectives. Results indicated that most activities in both grades were cognitively oriented, constituting 57.7% of third-grade curriculum and 55.6% of fourth-grade curriculum. Psychomotor activities accounted for 36.6% in third grade and 45.6% in fourth grade, while affective activities made up a smaller proportion, at 5.7% and 1.8% for third and fourth grades, respectively. In terms of cognitive levels, third-grade activities primarily focused on the application level, followed by comprehension and recall. The study also found that 94% of activities in both textbooks were directly linked to unit objectives.

Beck and McKeown (1991) conducted a study to evaluate various social studies texts. Their findings revealed that these texts were often difficult for students to comprehend due to the lack of a sound authoring methodology. The studyers subsequently proposed solutions to enhance the engagement and appeal of social studies content, suggesting the integration of critical thinking and a holistic approach in textbook development.

Giannagelo and Kaplan (1992) undertook a study to evaluate world geography, US history, economics and government books in the US state of Tennessee. They were evaluated using criteria that included the level of readability, the number of concepts presented and their sequence, the degree of

focus on problem-solving skills, and the analysis of book questions in light of Bloom's levels of the cognitive domain and the patterns of evaluation in each book.

The results showed that the four books did not fully comply with these criteria, but rather partially.

Method and Procedures:

This study aimed to investigate the extent to which upper elementary geography textbooks in Saudi Arabia adhere to psychological Foundations, as perceived by teachers and administrators. To achieve this objective, several procedures were implemented, which will be detailed in this chapter. These include a description of the study population and sample, the construction and validation of the study instrument, and the methodology employed for data collection, design, and statistical analysis.

Study Population and Sample:

The study population consisted of two groups:

Teachers: The study population included all male and female teachers who taught geography in grades 4, 5, and 6 in government schools within Hafr Al-Batin Governorate, Saudi Arabia, during the 2004-2005 academic years. According to statistics from the Ministry of Education's Planning and Education Department, the total number of teachers was 356. The distribution of teachers based on their educational Qualifications and experience is presented in Table 1.

Table 1: Distribution of Study Population (Teachers) According to Academic Qualification and Teaching Experience

Educational qualification	Less than 5 years	From 5-10 years	10 years or more	Total
Diploma	96	128	36	260
Bachelor's degree and above	24	32	40	96
Total	120	160	76	356

*According to statistics from the Planning and Education Department at the Ministry of Education in Saudi Arabia

Principals Category:

The study population consisted of all principals in schools that include the fourth, fifth and sixth grades in the Kingdom of Saudi Arabia from government schools in Hafar Al-Batin Governorate during the academic year 2004/2005. The total number of principals is 300, distributed according to their academic educational Qualifications and experience as shown in Table 2.

Table 2: Distribution of Study Population (Principals) According to Academic Qualification and Teaching Experience

Educational qualification	Less than 5 years	From 5-10 years	10 years or more	Total
Diploma	16	80	128	224
Bachelor's degree and above	24	24	28	76
Total	40	104	156	300

*According to statistics from the Planning and Education Department at the Ministry of Education in Saudi Arabia.

Study Sample :The study sample consists of two groups:

Teachers: The sample for this group was selected using a stratified random sampling technique from all male and female teachers who teach geography in grades 4, 5, and 6 in government schools in Hafr Al-Batin Governorate, Saudi Arabia, during the academic year 2004-2005. The sample size represents 25% of the study population. Therefore, the sample included 89 teachers, distributed according to their academic educational Qualifications and experience as shown in Table 3.

Table 3: Distribution of Sample Population (Teachers) According to Academic Qualification and Teaching Experience

Educational qualification	Less than 5 years	From 5-10 years	10 years or more	Total
Diploma	24	32	9	65
Bachelor's degree and above	6	8	10	24
Total	30	40	19	89

Principals' Category:

The study sample was selected from this category using a stratified random method from all directors in schools that include the fourth, fifth and sixth grades in the Kingdom of Saudi Arabia from government schools in Hafar Al-Batin Governorate during the academic year 2004/2005. The sample size represents 25% of the study population. Therefore, the sample included 75 principals, distributed according to their academic educational Qualifications and experience as shown in Table 4.

Table 4: Distribution of Sample: Principals Classified by Academic Qualification and Years of Teaching Experience

Educational qualification	Less than 5 years	From 5-10 years	10 years or more	Total
Diploma	4	20	32	56
Bachelor's degree and above	6	6	7	19
Total	10	26	39	75

Study Instrument:

- The studyers constructed the main study instrument and identified its items with the aim of evaluating geography textbooks for the upper elementary stage in Saudi Arabia through the following steps:
- Returning to the field and interviewing professors and faculty members in Jordanian universities in the fields of curriculum and instruction, as well as curriculum members, authors of social studies textbooks, educational supervisors, and teachers who teach geography in the upper elementary stage. Their input was used to identify the most important items that should be included in the study instrument.

- Reviewing previous studies, study, instruments, and standards related to textbook evaluation and benefiting from them in terms of their design, construction methodology, and included items.

Constructing the Instrument through the procedures:

- All items that were reached were listed, including the psychological foundations that should be included in elementary education curricula.
- The derived items were rephrased into a clear list that initially consisted of 59 items.

Instrument Validity:

The instrument's validity was verified by presenting it to a committee of six experts in teaching subjects at Jordanian universities (Appendix 1). The purpose of presenting the list to a committee of experts was to have them judge the importance of its items and their degree of relevance, and to make adjustments based on their suggestions and comments, such as deleting, modifying, or adding what they deemed appropriate. The final form of the instrument consisted of 50 items. Therefore, the validity of the study instrument was verified through the procedures followed in its construction and validation.

Instrument Reliability:

The internal consistency of the study instrument was assessed using Cornbrash's alpha. This coefficient was calculated after administering the instrument to a sample of 30 individuals (principals and teachers) who were not included in the main study. The resulting Cornbrash's alpha of 0.86 indicated a satisfactory level of reliability for the instrument.

Study Procedures: A variety of procedures were employed in this study. These procedures included:

Sample Selection: A stratified random sample was drawn from a population of principals and teachers. Stratification was based on academic educational Qualifications and experience. A 25% sample was selected from each stratum.

Instrument Development: The study instrument was developed and its validity and reliability were established through [specify the procedures used, e.g., expert panel review, pilot testing].

C. Procedures for Preparation, Implementation, and Follow-up

School Selection and Coordination: A group of schools was contacted to seek their cooperation in conducting specific parts of the study. Schools where teachers and administrators expressed willingness to participate were selected.

Instrument Distribution: The study instrument was distributed to the selected teachers and administrators who were randomly chosen from the stratified sample.

Data Collection:

The questionnaire was administered to the sample participants during the first semester of the 2004-2005 academic years. Data collection began in the first week of October 2004 and concluded in the second week of November 2004.

D. Data Entry Procedures:

The completed instruments were transferred to specific data entry forms. Data on general information provided by respondents, such as job title, educational Qualifications, and years of experience, was recorded. Additionally, scores corresponding to each response on the instrument were recorded.

E. Data Analysis Procedures:

The data was entered into a computer and analyzed using the Statistical Package for the Social Sciences (SPSS) to address each study question.

Study Results:

To answer the study questions related to the extent to which primary school geography textbooks in Saudi Arabia consider the psychological foundations of the curriculum, as perceived by teachers and school administrators, mean scores, standard deviations, t-tests (to examine the effects of job title and educational Qualifications), and one-way ANOVA (to examine the effect of years of experience) were calculated.

Firstly: Results related to the first study question:

"To what extent do primary school geography textbooks for grades 4, 5, and 6 consider the psychological foundations of the curriculum, as perceived by teachers and school administrators in Saudi Arabian schools?"

To answer this question, mean scores and standard deviations were calculated for the responses of teachers and administrators to each item of the study instrument and for the instrument as a whole. Table 5 presents the mean scores, standard deviations, rankings, and perceived levels of consideration for each item, as reported by both teachers and administrators.

Table 5: Mean scores, standard deviations, rankings, and perceived levels of consideration for each item of the study instrument, as reported by teachers and administrators

N	Item	Mean	Standard deviation	Level of consideration
1	The curriculum emphasizes developing a sense of national pride and patriotism in students.	3.35	0.78	High
2	The curriculum fosters a strong sense of belonging to one's nation.	3.30	0.70	High
3	The curriculum cultivates positive attitudes towards peace in students.	3.26	0.68	High
4	The curriculum promotes cooperation among students through various educational activities.	3.20	0.59	High
5	The curriculum enhances students' appreciation for the importance of science.	3.18	0.64	High
6	The geography curriculum emphasizes cooperation among students.	3.17	0.66	High
7	The curriculum encourages healthy competition among students.	3.16	0.74	High
8	The curriculum reinforces religious values and attitudes in students.	3.15	0.65	High
9	The curriculum emphasizes the importance of caring for the local environment.	3.13	0.74	High
10	The curriculum's content helps students form a clear mental image of the geographic environment.	3.12	0.54	High
11	The curriculum presents educational experiences in a sequential manner.	3.11	0.75	High
12	The way the curriculum is presented sparks students' interest	3.10	0.76	High
13	The curriculum reinforces Islamic values related to environmental stewardship, addressing issues such as water wastage and overgrazing.	3.09	0.58	High
14	The curriculum's topics are organized in a logical sequence, moving from the general to the specific.	3.08	0.62	High
15	The curriculum emphasizes the balance and integration of its various components.	3.07	0.62	High
16	The curriculum addresses different environmental crises and problems.	3.04	0.75	High
17	The curriculum's objectives motivate students to seek knowledge.	3.04	0.61	High
18	The curriculum helps students develop positive attitudes towards school.	3.04	0.64	High
19	The geography curriculum provides students with the values and attitudes necessary for life.	3.04	0.76	High
20	The curriculum promotes a sense of responsibility for the environment and public safety, such as preventing pollution and noise.	3.04	0.72	High
21	The curriculum emphasizes the development of students' self-identity and self-worth.	3.03	0.62	High
22	The geography curriculum raises issues that require student participation and interaction with the environment.	3.02	0.63	High
23	The curriculum teaches students to treat the environment with care.	3.02	0.57	High
24	The curriculum addresses students' psychological needs, such as love and belonging.	3.01	0.83	High
25	The curriculum takes into account the development of students' geographic concepts.	3.00	0.68	High
26	The curriculum emphasizes the importance of respecting laws and regulations related	2.98	0.64	Medium

N	Item	Mean	Standard deviation	Level of consideration
27	The curriculum builds on prior learning when introducing new concepts.	2.95	0.59	Medium
28	The curriculum considers the students' age and cognitive development.	2.94	0.72	Medium
29	The curriculum focuses on learning by doing.	2.93	0.76	Medium
30	The curriculum fosters a sense of social responsibility among students.	2.92	0.75	Medium
31	The curriculum reinforces ethical Foundations regarding the environment.	2.91	0.69	Medium
32	The geography curriculum encourages student engagement and participation in environmental issues.	2.90	0.68	Medium
33	The geography curriculum ensures students retain key geographic concepts.	2.90	0.62	Medium
34	The curriculum teaches students how to interact with different geographic environments as a preventive measure.	2.90	0.77	Medium
35	The curriculum's content helps students express their needs effectively.	2.90	0.60	Medium
36	The curriculum accommodates individual differences among students.	2.90	0.71	Medium
37	The curriculum aligns with the foundations of educational development and modern trends.	2.89	0.74	Medium
38	The curriculum highlights the impact of the geographic environment on public health.	2.87	0.77	Medium
39	The curriculum progresses from the known to the unknown, starting with familiar concepts and moving to more complex ones.	2.83	0.76	Medium
40	The geographic concepts presented in the curriculum are appropriate for the students' age group.	2.82	0.58	Medium
41	The curriculum stimulates students' critical thinking.	2.81	0.65	Medium
42	The curriculum teaches students about basic needs such as food, warmth, and sleep.	2.80	0.60	Medium
43	The curriculum focuses on developing sensory-motor skills and visual-motor coordination through activities and lessons.	2.79	0.83	Medium
44	The curriculum encourages independent reading.	2.79	0.67	Medium
45	The curriculum promotes a sense of concern for the well-being of others.	2.76	0.73	Medium
46	The curriculum helps students develop holistically.	2.73	0.62	Medium
47	The curriculum develops students' auditory, visual, and tactile senses through classroom activities and field trips.	2.60	0.76	Medium
48	The geography curriculum explains how geographic factors influence physical characteristics like height, weight, and size.	2.51	0.65	Medium
49	The curriculum promotes the development of students' physical skills through activities and field trips.	2.51	0.70	Medium
50	The geography curriculum fosters respect for the elderly.	2.48	0.70	Medium
Instrument as a whole		2.94	0.37	Medium

Table 5 presents the mean, standard deviation, rank, and degree of curriculum consideration for each item of the instrument as perceived by teachers and principals.

The table shows that the average response of the study sample to the instrument as a whole fell within the moderate level of consideration; the mean score of their responses was (2.94) with a standard deviation of (0.37).

The table also reveals that the items varied in terms of the degree to which they were considered by the curriculum from the perspective of both teachers and principals. Twenty-five items fell in the high category, and 25 items fell in the moderate category. The average responses of individuals on the items that fell in the high category ranged from (3.35) to (3.00), while the average responses of individuals on the items that fell in the moderate category ranged from (2.48) to (2.98).

The items that fell within the high degree of consideration were, in order: emphasizing the development of national spirit among students, fostering a sense of belonging to the nation, helping the educational content of curricula to form a clear mental image of the surrounding geographic environment, enhancing students' attitudes towards the importance of science, considering the sequential presentation of educational experiences for the student, developing positive attitudes in students towards peace, emphasizing the principle of cooperation among students through educational activities and others, encouraging the principle of fair competition among students, emphasizing the principle of cooperation among students in geography, and the geography curriculum providing students with the necessary attitudes and values for life. Other items included reinforcing Islamic values related to environmental stewardship, reinforcing religious values and attitudes in students, sparking students' interest in the way the educational content is presented, organizing curriculum topics in a logical sequence, ensuring that students retain key geographic concepts, considering prior learning when introducing new concepts, emphasizing the balance and integration of the curriculum's various components, taking into account the development of students' geographic concepts, promoting a sense of responsibility for the environment and public safety, emphasizing the importance of caring for the local environment, motivating students to seek knowledge, emphasizing the fulfillment of students' psychological needs such as love and belonging, helping students develop positive attitudes towards school, considering the students' age and cognitive development, and raising issues in the geography curriculum that require student participation and interaction with the environment.

As for the items that fell within the moderate degree of consideration, they were, in order: progressing from the known to the unknown, emphasizing the development of students' self-identity and self-worth, teaching students to treat the environment with care, aligning the curriculum with the foundations of educational development and modern trends, ensuring that the geographic concepts presented in the curriculum are appropriate for the students' age group, accommodating individual differences among students, focusing on learning by doing, stimulating students' critical thinking, emphasizing the principle of cooperation and participation in environmental issues, fostering a sense of social responsibility among students, emphasizing the importance of respecting laws and regulations related to environmental protection, emphasizing ways of dealing with different environmental crises and

problems, reinforcing ethical Foundations regarding the environment, teaching students how to interact with different geographic environments as a preventive measure, helping students develop holistically, helping students develop sensory-motor skills and visual-motor coordination through activities and lessons, helping students express their needs effectively, highlighting the impact of the geographic environment on public health, encouraging independent reading, reinforcing students' basic needs such as the pursuit of food, warmth, and sleep, promoting a sense of concern for the well-being of others, developing students' auditory, visual, and tactile senses through classroom activities and field trips, explaining how geographic factors influence physical characteristics, promoting the development of students' physical skills through activities and field trips, and fostering respect for the elderly.

Regarding the degree to which primary school geography textbooks for grades 4, 5, and 6 in Saudi Arabia considered the psychological foundations of the curriculum, as perceived by school principals, the mean, standard deviation, and rank of the responses of the study sample of principals were extracted for each item of the study instrument and for the instrument as a whole. Table 6 shows the means, standard deviations, ranks, and degree of consideration of the study sample of principals' responses to the items of the study instrument, arranged in descending order according to the means.

Table 6 presents the means, standard deviations, ranks, and degree of consideration for the study instrument items as perceived by school principals, arranged in descending order based on the means. The table indicates the extent to which principals believe the curriculum addresses each item."

N	Item	Mean	Standard deviation	Level of consideration
1	The curriculum emphasizes developing a sense of national pride and patriotism in students.	3.55	0.78	High
2	The curriculum fosters a strong sense of belonging to one's nation.	3.39	0.70	High
3	The curriculum cultivates positive attitudes towards peace in students.	3.37	0.51	High
4	The curriculum promotes cooperation among students through various educational activities.	3.32	0.79	High
5	The curriculum enhances students' appreciation for the importance of science.	3.31	0.52	High
6	The geography curriculum emphasizes cooperation among students.	3.29	0.80	High
7	The curriculum encourages healthy competition among students.	3.29	0.56	High
8	The curriculum reinforces religious values and attitudes in students.	3.28	0.63	High
9	The curriculum emphasizes the importance of caring for the local environment.	3.23	0.63	High
10	The curriculum's content helps students form a clear mental image of the geographic environment.	3.19	0.67	High
11	The curriculum presents educational experiences in a sequential manner.	3.17	0.70	High
12	The way the curriculum is presented, sparks students' interest	3.17	0.60	High

N	Item	Mean	Standard deviation	Level of consideration
13	The curriculum reinforces Islamic values related to environmental stewardship, addressing issues such as water wastage and overgrazing.	3.16	0.81	High
14	The curriculum's topics are organized in a logical sequence, moving from the general to the specific.	3.12	0.59	High
15	The curriculum emphasizes the balance and integration of its various components.	3.12	0.59	High
16	The curriculum addresses different environmental crises and problems.	3.12	0.75	High
17	The curriculum's objectives motivate students to seek knowledge.	3.11	0.56	High
18	The curriculum helps students develop positive attitudes towards school.	3.11	0.56	High
19	The geography curriculum provides students with the values and attitudes necessary for life.	3.09	0.55	High
20	The curriculum promotes a sense of responsibility for the environment and public safety, such as preventing pollution and noise.	3.09	0.82	High
21	The curriculum emphasizes the development of students' self-identity and self-worth.	3.09	0.55	High
22	The geography curriculum raises issues that require student participation and interaction with the environment.	3.05	0.68	High
23	The curriculum teaches students to treat the environment with care.	3.03	0.70	High
24	The curriculum addresses students' psychological needs, such as love and belonging.	3.03	0.66	High
25	The curriculum takes into account the development of students' geographic concepts.	3.01	0.60	High
26	The curriculum emphasizes the importance of respecting laws and regulations related to environmental protection.	3.01	0.73	High
27	The curriculum builds on prior learning when introducing new concepts.	2.99	0.69	Medium
28	The curriculum considers the students' age and cognitive development.	2.99	0.85	Medium
29	The curriculum focuses on learning by doing.	2.97	0.59	Medium
30	The curriculum fosters a sense of social responsibility among students.	2.97	0.64	Medium
31	The curriculum reinforces ethical Foundations regarding the environment.	2.97	0.85	Medium
32	The geography curriculum encourages student engagement and participation in environmental issues.	2.69	0.85	Medium
33	The geography curriculum ensures students retain key geographic concepts.	2.95	0.66	Medium
34	The curriculum teaches students how to interact with different geographic environments as a preventive measure.	2.95	0.80	Medium
35	The curriculum's content helps students express their needs effectively.	2.95	0.54	Medium
36	The curriculum accommodates individual differences among students	2.91	2.91	Medium
37	The curriculum aligns with the foundations of educational development and modern trends.	2.91	2.91	Medium
38	The curriculum highlights the impact of the geographic environment on public health.	2.91	2.91	Medium
39	The curriculum progresses from the known to the unknown, starting with familiar concepts and moving to more complex ones.	2.91	2.91	Medium
40	The geographic concepts presented in the curriculum are appropriate for the students' age group.	2.88	2.88	Medium
41	The curriculum stimulates students' critical thinking.	2.87	2.87	Medium
42	The curriculum teaches students about basic needs such as food, warmth, and sleep.	2.83	2.83	Medium
43	The curriculum focuses on developing sensory-motor skills and visual-motor coordination through activities and lessons.	2.80	2.80	Medium
44	The curriculum encourages independent reading.	2.79	2.79	Medium
45	The curriculum promotes a sense of concern for the well-being of others.	2.77	2.77	Medium
46	The curriculum helps students develop holistically.	2.76	2.76	Medium
47	The curriculum develops students' auditory, visual, and tactile senses through classroom activities and field trips.	2.60	2.60	Medium
48	The geography curriculum explains how geographic factors influence physical characteristics like height, weight, and size.	2.55	0.66	Medium
49	The curriculum promotes the development of students' physical skills through activities and field trips.	2.51	0.70	Medium
50	The geography curriculum fosters respect for the elderly.	2.51	0.70	Medium
Instrument as a whole		3.02	0.37	High

Table 6 presents the mean, standard deviation, rank, and degree of curriculum consideration for each item of the instrument as perceived by school principals, arranged in descending order based on the means. The table indicates that the average response of the study sample of principals to the instrument as a whole fell within the high level of consideration; the mean score of their responses was (3.02) with a standard deviation of (0.37).

It is also evident from the table that the items varied in terms of the degree to which they were considered by the curriculum from the principals' perspective. Twenty-six items fell in the high category, and 24 items fell in the moderate category. The average responses of individuals on the items that fell in the high category ranged from (3.55) to (3.01), while the average responses of individuals on the items that fell in the moderate category ranged from (2.51) to (2.99).

The items that fell within the high degree of consideration were, in order: emphasizing the development of national spirit among students, fostering a sense of belonging to the nation, cultivating positive attitudes in students towards peace, emphasizing the principle of cooperation among students

through educational activities, enhancing students' attitudes towards the importance of science, emphasizing the principle of cooperation among students in geography, encouraging the principle of fair competition among students, reinforcing religious values and attitudes in students, emphasizing the importance of caring for the local environment, helping the educational content of curricula to form a clear mental image of the surrounding geographic environment, considering the sequential presentation of educational experiences for the student, sparking students' interest in the way the educational content is presented, reinforcing Islamic values related to environmental stewardship, organizing curriculum topics in a logical sequence, emphasizing the balance and integration of the curriculum's various components, addressing different environmental crises and problems, motivating students to seek knowledge, helping students develop positive attitudes towards school, providing students with the necessary attitudes and values for life, promoting a sense of responsibility for the environment and public safety, emphasizing the development of students' self-identity and self-worth, raising issues in the geography curriculum that require student participation and interaction with the environment, teaching students to treat the environment with care, emphasizing the fulfillment of students' psychological needs such as love and belonging, taking into account the development of students' geographic concepts, emphasizing the importance of respecting laws and regulations related to environmental protection.

As for the items that fell within the moderate degree of consideration, they were, in order: considering prior learning when introducing new concepts, considering the students' age and cognitive development, focusing on learning by doing, fostering a sense of social responsibility among students, reinforcing ethical Foundations regarding the environment, encouraging student engagement and participation in environmental issues, ensuring that students retain key geographic concepts, teaching students how to interact with different geographic environments as a preventive measure, helping students express their needs effectively, accommodating individual differences among students, aligning the curriculum with the foundations of educational development and modern trends, highlighting the impact of the geographic environment on public health, progressing from the known to the unknown, ensuring that the geographic concepts presented in the curriculum are appropriate for the students' age group, stimulating students' critical thinking, teaching students about basic needs such as food, warmth, and sleep, developing sensory-motor skills and visual-motor coordination through activities and lessons, encouraging independent reading, promoting a sense of concern for the well-being of others, helping students develop holistically, developing students' auditory, visual, and tactile senses through classroom activities and field trips, explaining how geographic factors influence physical characteristics, promoting the development of students' physical skills through activities and field trips, and fostering respect for the elderly.

Regarding the extent to which geography textbooks for grades 4, 5, and 6 in Saudi Arabian schools consider the psychological foundations of the curriculum from the perspective of teachers, mean and standard deviation were calculated for the

responses of the study sample of teachers to each item of the study instrument and to the instrument as a whole.

Table 7 presents the mean and standard deviation of the responses of the study sample of teachers to the items of the study instrument, ranked in descending order according to the means, their ranks, and the degree of consideration from the teachers' perspective.

Table 7 presents the means, standard deviations, ranks, and degree of curriculum consideration for each item of the instrument as perceived by teachers, arranged in descending order based on the means.

N	Item	Mean	Standard deviation	Level of consideration
1	The curriculum emphasizes developing a sense of national pride and patriotism in students.	3.33	0.69	High
2	The curriculum fosters a strong sense of belonging to one's nation.	3.24	0.71	High
3	The curriculum cultivates positive attitudes towards peace in students.	3.18	0.58	High
4	The curriculum promotes cooperation among students through various educational activities.	3.18	0.75	High
5	The curriculum enhances students' appreciation for the importance of science.	3.17	0.59	High
6	The geography curriculum emphasizes cooperation among students.	3.13	0.53	High
7	The curriculum encourages healthy competition among students.	3.11	0.63	High
8	The curriculum reinforces religious values and attitudes in students.	3.09	0.44	High
9	The curriculum emphasizes the importance of caring for the local environment.	3.08	0.69	High
10	The curriculum's content helps students form a clear mental image of the geographic environment.	3.07	0.67	High
11	The curriculum presents educational experiences in a sequential manner.	3.04	0.64	High
12	The way the curriculum is presented sparks students' interest	3.03	0.55	High
13	The curriculum reinforces Islamic values related to environmental stewardship, addressing issues such as water wastage and overgrazing.	3.03	0.70	High
14	The curriculum's topics are organized in a logical sequence, moving from the general to the specific.	3.02	0.83	High
15	The curriculum emphasizes the balance and integration of its various components.	3.02	0.56	High
16	The curriculum addresses different environmental crises and problems.	3.02	0.67	High

N	Item	Mean	Standard deviation	Level of consideration
17	The curriculum's objectives motivate students to seek knowledge.	3.01	0.61	High
18	The curriculum helps students develop positive attitudes towards school.	3.00	0.66	High
19	The geography curriculum provides students with the values and attitudes necessary for life.	3.37	0.51	High
20	The curriculum promotes a sense of responsibility for the environment and public safety, such as preventing pollution and noise.	2.99	0.70	Medium
21	The curriculum emphasizes the development of students' self-identity and self-worth.	2.97	0.61	Medium
22	The geography curriculum raises issues that require student participation and interaction with the environment.	2.97	0.66	Medium
23	The curriculum teaches students to treat the environment with care.	2.97	0.66	Medium
24	The curriculum addresses students' psychological needs, such as love and belonging.	2.96	0.69	Medium
25	The curriculum takes into account the development of students' geographic concepts.	2.96	0.67	Medium
26	The curriculum emphasizes the importance of respecting laws and regulations related to environmental protection.	2.94	0.70	Medium
27	The curriculum builds on prior learning when introducing new concepts.	2.94	0.57	Medium
28	The curriculum considers the students' age and cognitive development.	2.93	0.64	Medium
29	The curriculum focuses on learning by doing.	2.92	0.69	Medium
30	The curriculum fosters a sense of social responsibility among students.	2.88	0.75	Medium
31	The curriculum reinforces ethical Foundations regarding the environment.	2.87	0.46	Medium
32	The geography curriculum encourages student engagement and participation in environmental issues.	2.87	0.73	Medium
33	The geography curriculum ensures students retain key geographic concepts.	2.84	0.74	Medium
34	The curriculum teaches students how to interact with different geographic environments as a preventive measure.	2.84	0.71	Medium
35	The curriculum's content helps students express their needs effectively.	2.84	0.56	Medium
36	The curriculum accommodates individual differences	2.82	0.63	Medium
37	The curriculum aligns with the foundations of educational development and modern trends.	2.82	0.59	Medium
38	The curriculum highlights the impact of the geographic environment on public health.	2.80	0.68	Medium
39	The curriculum progresses from the known to the unknown, starting with familiar concepts and moving to more complex ones.	2.80	0.68	Medium
40	The geographic concepts presented in the curriculum are appropriate for the students' age group.	2.78	0.69	Medium
41	The curriculum stimulates students' critical thinking.	2.73	0.72	Medium
42	The curriculum teaches students about basic needs such as food, warmth, and sleep.	2.71	0.69	Medium
43	The curriculum focuses on developing sensory-motor skills and visual-motor coordination through activities and lessons.	2.70	0.82	Medium
44	The curriculum encourages independent reading.	2.70	0.68	Medium
45	The curriculum promotes a sense of concern for the well-being of others.	2.69	0.61	Medium
46	The curriculum helps students develop holistically.	2.69	0.65	Medium
47	The curriculum develops students' auditory, visual, and tactile senses through classroom activities and field trips.	2.60	0.76	Medium
48	The geography curriculum explains how geographic factors influence physical characteristics like height, weight, and size.	2.51	0.69	Medium
49	The curriculum promotes the development of students' physical skills through activities and field trips.	2.48	0.64	Medium
50	The geography curriculum fosters respect for the elderly.	2.46	0.71	Medium
Instrument as a whole		2.86	0.38	Medium

Table 7 presents the means, standard deviations, ranks, and degrees of curriculum alignment for each item of the instrument, as reported by teachers. The table reveals that the mean response of the teacher sample to the overall instrument fell within the moderate alignment category, with a mean score of 2.86 and a standard deviation of 0.38.

The table also shows that the items varied in terms of the degree of curriculum alignment as perceived by teachers. Nineteen items were categorized as high alignment, while 31 items were categorized as moderate alignment. The mean responses for items in the high alignment category ranged from 3.33 to 3.00, whereas those in the moderate alignment category ranged from 2.46 to 2.99.

Specifically, items rated as high alignment included: helping students develop a clear mental image of the surrounding geographical environment, fostering a sense of national belonging, ensuring students memorize geographical concepts,

emphasizing the development of national spirit, ensuring a sequential presentation of learning experiences, focusing on providing students with the attitudes and values necessary for life, enhancing students' attitudes towards the importance of science in life, considering prior learning in learning subsequent concepts, reinforcing Islamic values related to environmental interactions (such as issues of water waste and overgrazing), considering the development of geographical concepts in learners, ensuring that the topics are organized, sequential, and move from the whole to the part, moving from the known to the unknown by starting with information close to the student and ending with the distant, and from the easy to the difficult, encouraging healthy competition among students, considering the student's age and cognitive level, ensuring that the method of presenting the educational content arouses students' interest, emphasizing the principle of cooperation among students through educational activities and others, emphasizing the satisfaction of students' psychological needs such as love and belonging... and so on.

Items rated as moderate alignment included: enhancing students' interest in the surrounding geographical environment and public safety methods (such as preserving the environment from pollution and noise), emphasizing the balance and integration of its various units, motivating students to seek knowledge, ensuring that the geographical concepts presented by the curriculum are appropriate for the age group the student is going through, raising issues in the geography curriculum that require participation and interaction with the environment, enhancing students' religious attitudes and values, aligning the curriculum with the foundations of educational development and modern changes, helping students show positive responses towards school, helping stimulate students' thinking, considering individual differences among students, emphasizing the importance of taking care of the environment surrounding the learner, helping achieve the integrated development of the student's personality, accustoming the student to being gentle with the environment, focusing on learning through doing, emphasizing the spirit of interaction and participation in environmental issues, instilling the spirit of social relations in the student, focusing on developing sensory-motor and visual-motor coordination skills through activities and lessons, emphasizing self-realization and identity affirmation in the student, emphasizing respect for the law and regulations related to environmental conservation, encouraging students to engage in independent reading, instilling moral Foundations in the student towards the surrounding environment, acquainting the student with ways of dealing with different geographical environments as a precautionary measure, acquainting the student with basic needs such as the pursuit of food, warmth, and sleep, helping the student understand the impact of the geographical environment on public health (diseases), emphasizing ways of dealing with various environmental crises and problems, helping the content of the curriculum enable the student to express their needs properly, enhancing the spirit of caring for the interests of others, developing the child's auditory, visual, and tactile senses through what is presented to them in classrooms and field trips, enhancing the geography curriculum's respect for the elderly, acquainting the student with the impact of geographical factors

on physical characteristics such as height, weight, and size, and ensuring that the curriculum develops the student's physical skills through educational activities and trips.

Secondly: Results related to the second and third questions: Is there a difference in the assessment of teachers and administrators regarding the consideration of psychological Foundations in geography textbooks, according to the variables of experience and academic educational Qualifications?

To answer these questions regarding the study sample of administrators, the means and standard deviations of the responses of the study sample of administrators to the instrument as a whole were extracted according to the variables of experience and academic educational Qualifications. Table 8 shows the means and standard deviations of the responses of the study sample of administrators to the instrument as a whole according to the variables of experience and academic educational Qualifications."

Table 8: Means and Standard Deviations of Responses from the Study Sample of Administrators on the Overall Instrument According to the Variables of Experience and Academic Qualification

Experience	Academic qualification	Mean	Standard deviation
Less than 5 years	Diploma	3.28	0.11
	Bachelor's degree and above	3.39	0.09
	Total	3.35	0.10
5-10 years	Diploma	3.85	0.37
	Bachelor's degree and above	3.16	0.05
	Total	2.92	0.35
More 10 years	Diploma	3.02	0.32
	Bachelor's degree and above	2.92	0.10
	Total	3.00	0.29
Total	Diploma	2.97	0.34
	Bachelor's degree and above	3.14	0.21
	Total	3.02	0.33

The previous table shows that administrators vary in their ratings of the extent to which the elementary geography curriculum considers psychological Foundations. Administrators with less than 5 years of experience demonstrated higher ratings of the extent to which the elementary geography curriculum considers psychological Foundations compared to their counterparts with 10 or more years of experience, or those with 5-10 years of experience. Additionally, administrators with 10 or more years of experience demonstrated higher ratings of the extent to which the elementary geography curriculum considers psychological Foundations compared to those with 5-10 years of experience.

To determine whether these differences in the mean ratings of administrators' assessment of the extent to which geography curricula consider psychological Foundations are statistically significant, a two-way analysis of variance was conducted to examine the effects of experience, academic qualification, and their interaction. Table [number] presents the results of the analysis of variance for the effects of experience, academic qualification, and their interaction on administrators' ratings of the extent to which the geography curriculum considers psychological Foundations.

Table (9)

Two-way analysis of variance (ANOVA) of the effect of experience, educational qualification, and their interaction on the responses of the study sample of managers to the overall instrument.

Source of variation	Sum of squares	Degrees of freedom	Mean square	F-value	Significance level
Experience	0.983	2	0.492	5.613	0.006
educational Qualifications	0.123	1	0.123	1.400	0.241
Experience × Educational Qualifications	0.432	2	0.216	2.464	0.093
Error	6.043	69	0.087		
Total	7.936	74			

The preceding table reveals that no statistically significant differences were found at the significance level ($\alpha \leq 0.05$) between the mean ratings of managers regarding the extent to which the geography curriculum considers the psychological foundations of the curriculum, which could be attributed to educational Qualifications; as the F-value was 1.400, corresponding to a significance level of 0.241. This indicates that the differences between the mean ratings of managers in the two educational qualification categories regarding the extent to which the geography curriculum considers the psychological foundations of the curriculum cannot be attributed to educational Qualifications. Similarly, there was no interaction effect between experience and educational Qualifications on managers' ratings of the extent to which the geography curriculum considers the psychological foundations of the curriculum; as the F-value was 2.464, corresponding to a significance level of 0.093. This implies that the interaction between experience and educational Qualifications does not affect managers' ratings of the extent to which the geography curriculum considers the psychological foundations of the curriculum. However, regarding experience, the results in the table indicated statistically significant differences at the significance level ($\alpha \leq 0.05$) between the mean ratings of managers regarding the extent to which the geography curriculum considers the psychological foundations of the curriculum, which could be attributed to experience; as the F-value was 5.613, corresponding to a significance level of 0.006. This means that the differences between the mean ratings of managers in the experience categories regarding the extent to which the geography curriculum considers the psychological foundations can be attributed to experience.

To explore the significance of the differences between the mean responses of managers' categories in terms of their experience on the overall instrument, post hoc comparisons were conducted using the Scheffé test, as shown in Table 10.

Table (10) Post comparisons of the differences in the averages of managers' responses to the instrument according to the categories of the experience variable

Experience Level Mean Score	Less than 5 years	5-10 years	10 years or more
Less than 5 years 3.35	-	*	*
5-10 years 2.92	*	-	-
10 years or more 3.00	*	-	-

The results were statistically significant at the 0.05 level, indicating that managers with less than five years of experience showed significantly higher ratings of the consideration of the psychological foundations of the geography curriculum in primary education compared to those with ten or more years of experience or those with 5-10 years of experience. However, managers with ten or more years of experience did not show significantly higher ratings compared to those with 5-10 years of experience.

For the teacher sample, mean scores and standard deviations were calculated for the overall instrument responses, according to the variables of experience and educational qualification. Table 11 presents the mean scores and standard deviations of the teacher sample's responses to the overall instrument, categorized by experience and educational qualification.

Table 11: Mean scores and standard deviations of the teacher sample's responses to the overall instrument, categorized by experience and educational qualification.

Experience	Academic qualification	Mean	Standard deviation
Less than 5 years	Diploma	2.86	0.40
	Bachelor's degree and above	3.24	0.15
	Total	2.93	0.93
5-10 years	Diploma	2.80	0.42
	Bachelor's degree and above	2.84	0.28
	Total	2.81	0.39
More 10 years	Diploma	2.91	0.34
	Bachelor's degree and above	2.84	0.35
	Total	2.87	0.34
Total	Diploma	82.3	0.40
	Bachelor's degree and above	2.94	0.33
	Total	2.86	0.38

The table reveals that teachers have varying degrees of evaluation regarding the consideration of psychological foundations in primary geography curricula. Managers with less than five years of experience showed higher ratings of the consideration of psychological foundations in primary geography

curricula compared to their counterparts with ten or more years of experience or those with 5-10 years of experience. Similarly, teachers with ten or more years of experience showed higher ratings compared to those with 5-10 years of experience.

Table 12: Two-way ANOVA of the effect of experience, educational qualification, and their interaction on the overall instrument responses of the teacher sample

Source of variation	Sum of squares	Degrees of freedom	Mean square	F-value	Significance level
Experience	0.606	2	0.303	2.099	0.199
Educational Qualifications	0.230	1	0.230	1.592	0.211
Experience × Educational Qualifications	0.538	2	0.269	1.864	0.161
Error	11.970	83	0.144		
Total	12.995	88			

The preceding table reveals that no statistically significant differences were found at the significance level ($\alpha \leq 0.05$) among the mean ratings of administrators regarding the extent to which the geography curriculum considers psychological foundations, based on the academic qualification of the teachers. The F-value obtained was 1.492, corresponding to a p-value of 0.211. This indicates that the differences in mean ratings between the two groups of teachers with different academic educational Qualifications, concerning the extent to which the geography curriculum considers psychological foundations, cannot be attributed to their academic educational Qualifications.

Furthermore, there was no interaction effect between experience and academic qualification on teachers' ratings of the extent to which the geography curriculum considers psychological foundations. The F-value calculated was 1.864, corresponding to a p-value of 0.161. This implies that the interaction between experience and academic qualification does not influence teachers' evaluations of the geography curriculum's consideration of psychological foundations.

However, regarding experience, the results in the table indicated statistically significant differences at the significance level ($\alpha \leq 0.05$) among the mean ratings of teachers concerning the extent to which the geography curriculum considers psychological foundations, which can be attributed to their experience. The F-value was 2.099, corresponding to a p-value of 0.129. This suggests that the differences in mean ratings between the groups of teachers with different levels of experience, regarding the extent to which the geography curriculum considers psychological foundations, can be attributed to their experience.

Thirdly, the results related to the fourth question: Is there a difference in the evaluation of teachers and administrators regarding the consideration of psychological foundations in geography textbooks, according to the variable of job position?

To answer this question, the means and standard deviations of the responses of the study sample of teachers and administrators to the entire instrument were extracted according to the job position variable. Table 13 shows the means, standard deviations, t-value, and statistical significance level of the responses of the study sample of teachers and administrators to the entire instrument according to the job position variable."

Table 13: Means, Standard Deviations, t-values, and Statistical Significance of Responses from Teachers and Administrators on the Entire Instrument, Grouped by Job Position

Job Position	Number	Mean	Standard Deviation	t-value	Degrees of Freedom	Significance Level
Principals	75	3.02	0.33	2.78	162	0.006
Teachers	89	2.86	0.38			

The table above reveals statistically significant differences at the significance level ($\alpha \leq 0.05$) between the mean ratings of teachers and administrators regarding the extent to which the geography curriculum considers the psychological foundations of the curriculum. The calculated t-value of 2.78 corresponds to a p-value of 0.006, indicating that the differences in mean ratings between teachers and administrators can be attributed to their respective positions. Specifically, administrators demonstrated higher ratings of the geography curriculum's consideration of psychological foundations compared to teachers, with a mean rating of 3.02 for administrators and 2.86 for teachers.

Discussion of results and recommendations:

This study aimed to investigate the extent to which primary school geography textbooks in Hafr Al-Batin Governorate, Saudi Arabia, consider the psychological foundations of the curriculum, as perceived by teachers and school principals. After constructing the study instrument, ensuring its validity and reliability, applying it to the sample, and analyzing the data, the following results were obtained:

Study Question 1: To what extent do primary school geography textbooks for grades 4, 5, and 6 consider the psychological foundations of the curriculum, as perceived by teachers and principals in Saudi Arabian schools?

The results indicated that the mean response of the study sample (teachers and principals) to the overall instrument fell within the moderate level of consideration. The mean score was 2.94 with a standard deviation of 0.37. The results also showed a variation in the opinions of teachers and principals regarding the degree of consideration of the psychological foundations in geography textbooks. Twenty-five items were rated as high, and 25 items were rated as moderate. The mean responses for items

in the high category ranged from 3.35 to 3.00, while those in the moderate category ranged from 2.48 to 2.98.

Regarding the responses of principals, the results indicated that the mean response of the principal sample to the overall instrument fell within the high level of consideration, with a mean score of 3.02 and a standard deviation of 0.37. The psychological foundations varied in terms of the degree of consideration according to principals. Twenty-three items were rated as high, and 27 items were rated as moderate. The mean responses for items in the high category ranged from 3.55 to 3.01, while those in the moderate category ranged from 2.51 to 2.99.

As for the responses of teachers, the results showed that the mean response of the teacher sample to the overall instrument fell within the moderate level of consideration, with a mean score of 2.86 and a standard deviation of 0.38. The psychological foundations also varied in terms of the degree of consideration according to teachers. Nineteen items were rated as high, and 31 items were rated as moderate. The mean responses for items in the high category ranged from 3.33 to 3.00, while those in the moderate category ranged from 2.46 to 2.99.

The results indicate that principals perceive a higher degree of consideration for the psychological foundations in the geography curriculum compared to teachers. While principals rated 23 psychological foundations as high, teachers rated only 19 as high. However, there was agreement between teachers and principals regarding the degree of consideration of some psychological foundations in the primary geography curriculum. For example, both groups highly rated the curriculum's emphasis on developing national spirit, fostering a sense of national belonging, promoting positive attitudes towards peace, emphasizing cooperation among students, enhancing students' attitudes towards the importance of science, promoting healthy competition, helping students develop a clear mental image of the geographical environment, ensuring a sequential presentation of learning experiences, arousing students' interest in the content, reinforcing Islamic values related to the environment, and ensuring that topics are well-organized and sequential.

This can perhaps be attributed to the widespread appearance of these foundations in building geography curricula, and clearly among both teachers and administrators. The geography curriculum is tasked with fostering patriotism among students and developing their national spirit. Given the role played by the geography curriculum, it works to develop students' awareness of the surrounding geographical environment. There is also a general awareness of the importance of presenting educational experiences in a way that arouses the interest of learners, on the one hand, and adopts a sequential organization and a move from the whole to the part as one of the important foundations followed by the organization of geography curricula in general.

Moreover, the Saudi Ministry of Education's focus on developing Islamic religious awareness among students through

most subjects may be one of the factors that have given priority to the foundations of enhancing the curriculum with moral values derived from Islamic Sharia to deal with environmental issues such as water waste and overgrazing, and to promote cooperation among learners and emphasize fair competition among them.

It is worth noting that teachers and administrators agreed that a set of psychological foundations have been taken into account to a moderate degree; these include: emphasizing the spirit of interaction and participation in environmental issues in the geography curriculum, encouraging students to engage in independent reading, the curriculum's keenness on developing students' physical skills through educational activities and field trips, the curriculum's consideration of individual differences among students, the curriculum's reinforcement of moral Foundations towards the environment, the curriculum's reinforcement of the spirit of social relations among students, its focus on learning through doing, the curriculum's focus on developing sensory-motor skills and visual-motor coordination through activities and lessons, the curriculum's ability to stimulate students' thinking, the curriculum's ability to achieve integrated development of the student's personality, the curriculum content's ability to help students express their needs properly, the curriculum's introduction of basic needs such as the pursuit of food, warmth, and sleep, the curriculum's explanation of the impact of the geographical environment on public health (diseases), the geography curriculum's explanation of the impact of geographical factors on physical characteristics such as height, weight, and size, the curriculum's promotion of a spirit of caring for the interests of others, the geography curriculum's promotion of respect for the elderly, and the curriculum's development of the child's auditory, visual, and tactile senses through what is presented to them in classrooms and exploratory field trips.

It is noticeable in these psychological foundations that they are related to social and emotional aspects, and the student's relationship with their surrounding environment. Some of them are also related to higher-order thinking skills, while others are related to psychomotor skills and individual awareness in light of their needs and inclinations. The moderate degree of consideration given to these foundations can be attributed to the curriculum's focus on the entire group of students on the one hand, and its focus on knowledge on the other hand, which leads to a neglect of the skills necessary for student development, which fall within the psychomotor or emotional and social aspects.

These results differed from the results of Al-Yahya's study (1999), which focused on cognitive aspects and neglected emotional (affective) as well as psychomotor aspects. This study agreed with Han's study (1990) in terms of geography textbooks considering psychological foundations related to growth. It agreed with the studies of Al-Samir (1994) and Abu Sa'elik (1999) in their consideration of developmental characteristics, needs, and individual orientations from the perspective of teachers, while this study was unique in the degree to which geography textbooks considered developmental characteristics, needs, and individual orientations from the perspective of administrators.

Regarding the curriculum's emphasis on developing students' physical skills through educational activities and field trips, the results of this study differed from those of Brophy's study (1992), which showed a variety of aids and their connection to content, as well as frequent activities including written assignments focused on map drawing, role-playing, and field trips.

Additionally, Al-Khishan's study (1996) indicated that social studies textbooks consider the principle of group work and a variety of assessment methods.

Second: Discussion of the results related to the second and third questions: Is there a difference in teachers' and administrators' assessment of the extent to which geography textbooks consider psychological Foundations, based on the variables of experience and academic educational Qualifications?

The results indicated that there was no statistically significant difference at the significance level ($\alpha \leq 0.05$) between the mean ratings of administrators regarding the extent to which the geography curriculum considers psychological Foundations, which could be attributed to academic educational Qualifications. There was also no interaction effect between experience and academic educational Qualifications on administrators' assessment of the extent to which the geography curriculum considers psychological Foundations, which could be attributed to their position, and in favor of administrators; as administrators showed higher ratings of the extent to which the geography curriculum considers psychological Foundations. Regarding experience, the results showed a statistically significant difference at the significance level ($\alpha \leq 0.05$) between the mean ratings of administrators regarding the extent to which the geography curriculum considers psychological Foundations, which could be attributed to experience and in favor of experienced administrators, and in favor of administrators with less than five years of experience when compared to their counterparts with more than ten years of experience or those with five to ten years of experience.

These results can be attributed to the limited exposure of administrators with less than five years of experience to the foundational Foundations of the curriculum, especially the psychological Foundations. Knowledge of these Foundations grows through experience in teaching the subject, as well as through participation in educational training courses. The accumulated knowledge from these courses increases as educators gain more experience through advanced studies or practical experience in education.

As for the sample of teachers in this study, the results indicated no statistically significant differences at the .05 level in the mean ratings of teachers regarding the extent to which the geography curriculum considers psychological Foundations, which could be attributed to either academic educational Qualifications or experience. Furthermore, there was no interaction effect between experience and academic educational Qualifications on teachers' assessment of the extent to which the geography curriculum considers psychological Foundations. These results can be explained by the similarity in teachers' experience in teaching the subject to upper elementary students, which they acquired through direct interaction with the subject

regardless of their academic educational Qualifications. Additionally, this similarity may be attributed to the similarity in the content of the training courses that these teachers attended.

These findings are consistent with the results of Al-Atiwi's study (1995), which showed no differences in teachers' knowledge attributable to educational Qualifications, experience, or the interaction between educational Qualifications and experience. However, they differ from the results of Rabia's study (1999), which was an evaluation study of national education textbooks for elementary grades (4, 5, and 6) from the perspective of teachers in Palestine. Rabia's study showed differences in the perspectives of male and female national education teachers based on gender, academic educational Qualifications, and teaching experience.

Third: Discussion of the results related to the fourth question: Is there a difference in teachers' and administrators' assessment of the extent to which geography textbooks consider psychological Foundations, based on the variable of position?

The results indicated that there was a statistically significant difference at the .05 level in the mean ratings of teachers and administrators regarding the extent to which the geography curriculum considers psychological Foundations ($t = 2.78$, $p = 0.006$). This means that the differences between the mean ratings of teachers and administrators can be attributed to their position, and in favor of administrators; as administrators showed higher ratings of the extent to which the geography curriculum considers psychological Foundations compared to teachers. The average rating of administrators was 3.02, while the average rating of teachers was 2.86.

This result can be justified by teachers' direct interaction with the curriculum through teaching it, which gives them a clear understanding of its components and a realistic assessment of the extent to which it actually considers the psychological Foundations that should be taken into account in the curriculum. School administrators' ratings, on the other hand, may be based on an assumption of what the curriculum should be, rather than what it actually is. School administrators may assume that the geography curriculum should meet the psychological Foundations of curriculum development, and therefore they may overestimate the extent to which the curriculum actually meets these Foundations.

"It is worth noting in this context that both administrators and teachers agreed on a set of psychological Foundations that were considered more in the case of school administrators than in the case of teachers. The results of this study regarding the differences between the ratings of teachers and administrators on the extent to which the geography curriculum considers psychological Foundations may differ from the results of Al-Khrisheh's study (1994), which showed no differences in the ratings of teachers and educational supervisors regarding the availability of criteria in each of the book's areas addressed by the study. This can be explained by the fact that both the specialized supervisor and the teacher are in contact

with the curriculum, unlike the current study where the degree of contact between the administrator and the teacher with the school curriculum is not the same.

However, it agreed with Al-Rasbi's study (1998), which aimed to evaluate the sixth-grade social studies textbook in the Sultanate of Oman from the perspective of both teachers and supervisors in Muscat Governorate. The results showed statistically significant differences ($\alpha \leq 0.05$) between the mean ratings of teachers and supervisors on the study areas as a whole. Al-Amairah's study (1998) also showed a difference in the acceptability of the psychological organization of the subject matter from the perspective of teachers compared to the negative perspective of supervisors.

Recommendations:

- Use the study's instrument to conduct a factual analysis of the textbook's content, lesson by lesson, to determine the actual representation of the curriculum's psychological Foundations.
- Conduct similar studies on the geography curriculum in stages other than upper elementary.
- Conduct studies to explore the extent to which other social studies curricula, besides geography, consider the psychological Foundations of the curriculum.

REFERENCES

- Abdullah, F. (1991). Evaluation of Geography Textbooks at the Secondary Stage in Jordan from the Perspective of Teachers and Students. *Unpublished Master's Thesis*, University of Jordan, Amman, Jordan. (Arabic Reference)
- Abu Sa'ilik, M. (1999). The Psychological Foundations Embedded in Arabic Language Textbooks for Grades 4, 5, and 6 in Jordan. *Unpublished Master's Thesis*, Al-Balqa Applied University, Jordan. (Arabic Reference)
- Al-Aisawi, H. (2001). National Values Embedded in Social Studies Textbooks for the Secondary Stage in the Sultanate of Oman: An Analytical Study. *Unpublished Master's Thesis*, University of Jordan, Amman, Jordan. (Arabic Reference)
- Al-Amairah, M. (1998). The New Social Studies Curriculum in Jordan for the Ninth Grade from the Perspective of Social Studies Teachers and Supervisors: An Evaluative Study. *The Arab Journal of Education*, Vol. 18, No. 1, pp. 105-151. (Arabic Reference)
- Al-Atiwi, R. (1995). Evaluation of Social Studies Textbooks in the Basic Education Stage in Jordan in Light of the Social Foundation. *Unpublished Master's Thesis*, Yarmouk University, Irbid, Jordan. (Arabic Reference)
- Al-Bajeh, A. (2003). *Teaching Children Reading and Writing Skills*. Dar Al-Fikr, Amman. (Arabic Reference)
- Al-Bataineh, A. (1998) The Development of a Content Analysis Instrument for analyzing College – Level textbooks Used in United States to Teach About the Middle East. *Dissertation Abstracts International*, University of Illinois.
- Al-Dolat, A. S. (2001). Evaluation of the Science Textbook for the Eighth Grade from the Perspective of Male and Female Teachers in Zarqa Governorate. *Unpublished Master's Thesis*, University of Jordan, Amman, Jordan. (Arabic Reference)
- Al-Dusouqi, M. M. (2003). *Developmental Psychology from Birth to Adolescence*. Anglo-Egyptian Library, Cairo. (Arabic Reference)
- Al-Dweikat, A. (1996). An Evaluative Study of the Mathematics Textbook for Ninth-Grade Students in Jordan. *Unpublished Master's Thesis*, Yarmouk University, Irbid, Jordan. (Arabic Reference)
- Al-Faisal, H. (1997). An Analytical Study of Earth and Environmental Science Textbooks for the Secondary Stage in Light of the Requirements and Elements of Environmental Culture. *Unpublished Master's Thesis*, Yarmouk University, Irbid, Jordan. (Arabic Reference)
- Al-Jurdani, M. (1995). The Extent to Which Social Studies Textbooks in the Preparatory Stage in the Sultanate of Oman Consider Self-Directed Learning Criteria and the Degree of Teacher Implementation in the Classroom. *Unpublished Master's Thesis*, Yarmouk University, Irbid, Jordan. (Arabic Reference)
- Al-Kasiti, S. (2002). Evaluation of Activities Included in Social Studies Curricula in the Primary Education Cycle in the Sultanate of Oman. *Unpublished Master's Thesis*, Sultan Qaboos University, Muscat, Oman. (Arabic Reference)
- Al-Khasawneh, R. (2001). The Role of Women in Society as Reflected in Upper Basic Stage Social Studies Textbooks in Jordan. *Unpublished Master's Thesis*, Yarmouk University, Irbid, Jordan. (Arabic Reference)
- Al-Khrisheh, A. (1994). Evaluation of Social Studies Textbooks for the Sixth Grade of Basic Education in Jordan. *Journal of the University of Mustansiriyah*, Vol. 2, No. 1, pp. 79-139. (Arabic Reference)
- Al-Khushan, A. (1996). Developing Criteria for Evaluating Social Studies and Civic Education Textbooks for the First Four Primary Grades and Applying Them to the Fourth-Grade Textbook. *Unpublished Master's Thesis*, Yarmouk University, Irbid, Jordan. (Arabic Reference)
- Al-Rasbi, K. (1998). An Evaluative Study of the Social Studies Textbook for the Sixth Grade from the Perspective of Teachers and Supervisors in Muscat Governorate, Oman. *Unpublished Master's Thesis*, Mu'tah University, Karak, Jordan. (Arabic Reference)
- Al-Rashdan, A., & Al-Ja'aneeni, N. (1994). *Introduction to Education*. Dar Al-Shorouk, Amman. (Arabic Reference)
- Al-Samir, M. (1994). The Extent to Which Arabic Language Textbooks for the First Three Grades Consider the Psychological Foundations of the Curriculum from the Perspective of Teachers. *Unpublished Master's Thesis*, Yarmouk University, Irbid, Jordan. (Arabic Reference)
- Al-Saqr, M. B. K. (2003). An Evaluative Study of Literature and Texts Books Prescribed for Secondary Stage Students in Islamic Institutes in the Sultanate of Oman.

- Unpublished Master's Thesis*, University of Jordan, Amman, Jordan. (Arabic Reference)
- Al-Yahya, H. (1999). A Descriptive Analytical Study of Geography Curricula at the Elementary Stage in the Makkah Region. Educational Study Center, King Saud University, Riyadh, Saudi Arabia. (Arabic Reference)
- Awis, A. A. (2003). *Child Psychological Development*. Dar Al-Fikr for Printing, Publishing, and Distribution, Amman. (Arabic Reference)
- Barth, L. (1993). *African Social Studies: Curriculum and Methods*, Nairobi Purdue University.
- Beck, I., & McKeown, M. (1991). Social studies Texts are Hard to Understand, Mediating some of the Difficulties. *Language Arts*, 68 (6), pp: 28-42.
- Brophy, J. (1992). The de facto National Curriculum in U.S Elementary Social studies: Critique of Representative Example. *Journal of Curriculum Studies*, 24(5), PP:53-61.
- Bushāmb (1987). *Curriculum Theory*. Translated by Mamdouh Muhammad Suleiman et al., Dar Al-Arabi, Nicosia. (Arabic Reference)
- Da'is, A. R. (2002). Evaluation of the Physical and Political Geography Textbook for the Second Year of Secondary School (Literary Stream) from the Perspective of Teachers and Students in Zarqa. *Unpublished Master's Thesis*, Jazira University, Algeria. (Arabic Reference)
- Giannagelo, D., & Kaplan, M. (1992). *An Analysis and Critique of Selected Social studies textbooks*. A Paper presented at Tennessee university Meeting on Textbook Evaluation.
- Hamdan, M. (2002). *Constructing Social Studies Curricula in Light of Contemporary Changes*. 1st Edition, Dar Al-Umma for Millions, Lebanon. (Arabic Reference)
- Han, B. H. (1990). A comparative Study of Selected Junior High School World Geography Textbooks Used in the United States and Korea. *PHD Thesis* University of Pittsburgh; DAI- A 51/02.
- Ladson-billings, Gloria.(2003). Crossing over to Canaan: the journey of new teachers in diverse classrooms. *Harvard Educational Review*, VOL 73, NO2.
- Mar'a, T. & Al-Hila, M. (2003). *Modern Educational Curricula*. 2nd Edition, Dar Al-Masira, Amman. (Arabic Reference)
- Muqabil, S. (1996). Evaluation of History Textbooks for the Secondary Stage in Jordan in Light of the Specifications Mentioned in the Textbook. *Unpublished Master's Thesis*, Yarmouk University, Irbid, Jordan. (Arabic Reference)
- Parker, S.& Tapsfield, A. (1991). *Insight Geography: People, Cities and the Countryside (Insight Geography)*, Collins Educational.
- Sa'ada, J., & Ibrahim, A. (1997). *The Effective School Curriculum*. 4th Edition, Alam Al-Kutub, Cairo. (Arabic Reference)
- Siler, C., (1985). A Content Analysis of Selected United States History Textbook Concerning World War II, *Dissertation Abstracts International*, 46 (6),3349A.