

Teachers Perceptions of Obstacles to the Implementation of Geography education standards in Egypt

Abstract

The aim of the present study was to investigate teachers' perceptions of obstacles to implement Geography education standards in Egypt. The researcher developed a questionnaire that services this purposes and then administered it to sample of 108 Geography teachers in Egypt. The questionnaire tapped six categories of obstacles to implement Geography education standards in Egypt: teachers, curriculum, students, school administration, community participation, and education guidance and supervision. The results of the study showed that teachers differ significantly in their rating of these obstacles (from most important to least): curriculum, teachers, schools administration, students, community participation, and supervision. Teachers' ratings of these obstacles did not differ significantly by school location, school type, academic qualifications, or number of years of experience. Implications of these findings for implementing Geography education standards in Egypt were discussed.