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The Influence of Using Learning Cycle in Academic Achievement for Ninth Grade Students in Geography

*Hadi Tawalbeh, Ahmad Amyreh, and Abeer Al Refai**

ABSTRACT

The purpose of this study was to examine the influence of using learning cycle in academic achievement for ninth grade students in Geography in addition to the influence of gender. The study questions included: first, are there any statistical differences ($\alpha < .05$) in students' academic achievement due to teaching methods (learning cycle)? Second, are there any statistical differences ($\alpha = .05$) in students' academic achievement due to gender?

To achieve the study purpose, the researches had selected one elementary school within Irbid governorate (ANARWA), which consisted of two ninth grade sections of male as well as two ninth grade sections of females throughout the academic year 2009/2010. The study instrument which was a developed textbook unit and an achievement test, measured the effects of the learning cycle.

The study sample consisted of (51) males and (46) females, whom have represented the school population. The findings indicated that there is a statistical difference due to teaching method in favor of the individuals who had been involved in the learning cycle. Furthermore, the findings showed that there is a statistical difference due to gender in favor of the females. Finally, based on the study findings, the researcher provided a set of recommendations as well as some suggestion for further research.

Keywords: Learning Cycle, Achievement, Geography.

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