

**Content Analysis of the Biological Books
in Secondary School in the
Field of Environment Education of Syria.
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Abstract

This research aims to identify the extent to which biology Secondary School text books contain books in Environmental education concepts.

In order to achieve the research attempted to answer the following questions:

- 1- What are the concepts of environmental education that are to be contained in the Secondary School biology text books ?
- 2- What are the concepts of environmental education mentioned in the Syrian secondary school biology text books Syria and what are their rates?

The Sample of the research is taken from the Syrian Secondary School biology text books the tenth, eleventh, and twelfth classes for the school year 2013/2014.

The descriptive method of content analysis was applied taking into consideration two standards.

One of these standards is defining the concepts of Environmental Education that are suitable for the students of these classes. These concepts included six main concepts made up of (105) secondary concepts. The other standard is the analysis of the density of these concepts.

These two standards were proved right and fixed.

In order to answer the questions, the researcher used the percentage of Environmental Education concepts as mentioned in the biological text books under research and the ratio achieved by every main concept in each book.

Results were:

1- An obvious interest in the concepts of Environmental Education in the biology text books of the Secondary School classes wherein the ratio of these concepts covered all the concepts of the stage of basic education.

The ratio was (68.57%) out of the total concepts mentioned in the standard which is near to good, but it is not enough.

2- There was a difference of interest in the Environmental Education concepts in the biological text books related to each class. The results showed that the text book of the tenth class was the most interesting , and we dare say that it was the only book interested in dealing with these concepts.

3- The ratio of non-existing concepts in the books decreased in an escalating way from the tenth up to the twelfth class as it reached the ratio of (67.61%) in the tenth class, (8.57%) in the eleventh class, and (0%) in the twelfth class.

4- The two text books required for the tenth and eleventh class are very poor in sexual education concepts , and we can say that these concepts are not available.