to eliminate differences in attitude toward a world regional geography course in terms of gender and academic field should be focused on student-oriented teaching approaches and on using tools and equipment at the right time and place (Sack & Peterson, 1998).

Some recommendations as to how future research can be conducted on the subject of student attitudes toward World Regional Geography courses are as follows: Firstly, there is a need for research on class strategies geared to improve student attitudes toward the world regional geography course, particularly the attitudes of female students. Secondly, it is important to study the factors underlying the development of positive and negative attitudes toward the course at lower levels of the educational program. Thirdly, there is also a need for research to determine the attitudes of teachers toward the World Regional Geography course.

**Bibliographies**


**Appendix-1: Tables**

**Table 1.** Distribution of Academic Fields and Gender of Participating Students

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography Teaching</td>
<td>61</td>
<td>79</td>
<td>140</td>
</tr>
<tr>
<td>Social Studies Teaching</td>
<td>38</td>
<td>36</td>
<td>74</td>
</tr>
<tr>
<td>Class Teaching</td>
<td>72</td>
<td>27</td>
<td>99</td>
</tr>
<tr>
<td>Elementary School Mathematics Teaching</td>
<td>88</td>
<td>44</td>
<td>132</td>
</tr>
<tr>
<td>Pre-school Teaching</td>
<td>25</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>284</td>
<td>189</td>
<td>473</td>
</tr>
</tbody>
</table>

**Table 2:** Findings Related to the World Regional Geography Course Attitude Scale According to the Gender Variable

<table>
<thead>
<tr>
<th>Gender</th>
<th>n</th>
<th>Mean (x̄)</th>
<th>SD</th>
<th>df</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>284</td>
<td>70.81</td>
<td>13.08</td>
<td>471</td>
<td>−2.402</td>
<td>0.017</td>
</tr>
<tr>
<td>Male</td>
<td>189</td>
<td>73.95</td>
<td>15.09</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 3: **Academic Areas, Mean and Standard Deviation

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>n</th>
<th>mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>140</td>
<td>78.07</td>
<td>12.81</td>
</tr>
<tr>
<td>Social Studies Teaching</td>
<td>74</td>
<td>83.37</td>
<td>9.60</td>
</tr>
<tr>
<td>Class Teaching</td>
<td>99</td>
<td>66.55</td>
<td>12.55</td>
</tr>
<tr>
<td>Elementary School Mathematics Teaching</td>
<td>132</td>
<td>64.62</td>
<td>11.24</td>
</tr>
<tr>
<td>Pre-school Teaching</td>
<td>28</td>
<td>66.75</td>
<td>13.94</td>
</tr>
</tbody>
</table>