

## LEVERAGING GEOGRAPHY TEACHERS' PEDAGOGICAL SKILLS TO ENHANCE SECONDARY STUDENTS' UNDERSTANDING OF TOURISM CONCEPTS

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**Abstract:** This study assesses the application of pedagogical skills in geography teaching environments and their influence on students' understanding of tourism concepts. A random sample of 197 teachers was selected from the Irbid district of Jordan, and data were collected using a validated questionnaire focusing on pedagogical performance skills and social pedagogical skills. The findings revealed limited proficiency among teachers in employing both skill sets to improve students' understanding of tourism concepts, with notable deficiencies in facilitating student interaction, effective communication, and active learning strategies. The study underscores the urgent need for improved professional development for teachers and curriculum revisions to better integrate tourism concepts. The implications of this study suggest that educational stakeholders should adopt diverse interactive teaching methods to foster an engaging learning environment that encourages student participation. Furthermore, there is a critical need for training programs that equip teachers with innovative learning techniques based on active learning strategies, ultimately aiming to enhance the quality of education and deepen students' understanding of tourism concepts.

**Keywords:** tourism concepts, pedagogical skills, geography curriculum, learning environments

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### INTRODUCTION

Amid the rapidly evolving global landscape, education systems worldwide are undergoing substantial reforms aimed at enhancing the quality of learning outcomes (Al-Barakat et al., 2023). Central to these reforms is the enhancement of curricula and the professional development of teachers, with a focus on equipping them with advanced pedagogical skills. These skills are critical for organizing and managing effective learning environments (Al-Dosari, 2024; Virranmäki et al., 2021). Such strategic efforts aim to prepare a generation of learners who can adapt to continuous change and integrate new knowledge into their learning experiences (Al-Barakat and Al-Hassan, 2009; AIALI and Al-Barakat., 2023a).

In geography education, specifically, the goal is to aid students in understand and responding to social and economic transformations, including the growing importance of tourism (Virranmäki et al., 2021). Geography plays a crucial role in developing students' awareness of tourism and related concepts (AIALI and Aboud, 2024; Al-Hassan, 2009; Mansour, 2018). Scholars such as Al-Hassan et al. (2022) and Alali and Al-Barakat (2024a) highlight that pedagogical strategies should move beyond rote memorization to foster creative and analytical thinking. These strategies enable students to apply theoretical knowledge practically, particularly in tourism education, which requires a more dynamic and engaging approach. Recent research has increasingly focused on the broader influence of pedagogical practices on tourism education, noting their role in improving cognitive abilities such as creative thinking, analysis, and problem-solving (Boluk et al., 2019; Ramos-Vallecillo et al., 2024; Rizwan, 2018; Rosas-Jaco et al., 2020).

These skills are essential for understanding tourism concepts in real-world settings (Al-Barakat et al., 2022; AIALI, 2024; Al-Ajlouni, 2016; Al-Amro and Bahatheq, 2019; Kerimbayev et al., 2023). However, despite these advances, a notable gap remains in how geography teachers implement these pedagogical strategies when teaching tourism concepts, indicating the need for further investigation into the extent of their application.

### LITERATURE REVIEW

The transformative role of pedagogical practices in tourism education has been underscored by numerous studies. Al-Barakat et al. (2022) and Al-Hassan et al. (2012) highlight the effectiveness of assigning real-world tasks that allow students to apply theoretical knowledge practically. This approach not only enhances essential skills such as data analysis and logical reasoning but also shows particularly valuable in the tourism sector. Similarly, Dzaiy and Abdullah (2024) demonstrate that linking conceptual knowledge with procedural understanding through effective pedagogical strategies is critical for fostering tourism-related experiences. Supporting this view, McKercher et al. (2023) explored university graduates' perceptions of the effectiveness of their tourism, hospitality, and events education in preparing

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them for careers. Their findings display that pedagogical knowledge, particularly in curriculum development, is vital for job readiness and the promotion of lifelong learning and personal growth. This aligns with the research by Karioti and Vathi-Sarava (2022) which analyzed the role of education in enhancing tourism awareness in Greek society. They concluded that teachers and institutions considerably influence the promotion of tourism awareness, contributing to broader social and economic benefits. Similarly, Rosas-Jaco et al. (2020) found that improving educational policies directly influences tourism awareness, especially in developing countries.

Innovative curriculum design is further emphasized by Huang et al. (2022) and Wang et al. (2024), who advocate for continuous evaluation of teaching methods to meet the evolving demands of the tourism industry. McKercher et al. (2023) also stress that tourism education should go beyond technical skills, fostering enthusiasm, motivation, and a commitment to lifelong learning among students. Amangeldi et al. (2023) conducted a study assessing the effectiveness of pedagogical methods in tourism education within Kazakhstani secondary schools. The study identified problem-based learning, inquiry-based learning, and group work as key methods for improving the quality of tourism education, underscoring the need for innovative teaching approaches aligned with students' preferences. Similarly, Issakov et al. (2023) focused on the effectiveness of organizing tourism and local lore activities in Kazakhstan. Their findings revealed that geography teachers faced challenges such as a lack of equipment, insufficient funding, and numerous commitments imposed by local education departments, highlighting the need for better support and resources for effective implementation.

Building on the importance of pedagogical skills among geography teachers, Farsari's (2022) study provides an in-depth analysis of the role of learning curricula in promoting sustainability concepts within tourism education. The study emphasizes the need to move from traditional learning methods to more interactive and experiential approaches, highlighting the necessity of adopting pedagogy as a fundamental teaching strategy. This approach enhances students' awareness of environmental, social, and economic issues related to sustainable tourism. The study further notes that achieving sustainability in the tourism sector requires greater integration between theoretical knowledge and practical application, with the prerequisite that teachers possess the necessary pedagogical skills. Additionally, it emphasizes the importance of developing students' practical skills and critical thinking. These findings align with modern trends that emphasize the adoption of comprehensive, action-oriented curricula to attain sustainability, fostering a collective awareness of the role of education in enabling learners to become responsible citizens capable of addressing the challenges of sustainable tourism in the future. Despite the well-documented advantages of these pedagogical practices, research displays that many geography teachers underutilize these strategies in teaching tourism concepts (Al-Rashid, 2014). This study seeks to address this gap by analyzing how geography teachers apply pedagogical skills in tourism education and examining the extent to which these approaches enhance learners' understanding and practical application of tourism knowledge in the Jordanian context. By raising awareness among teachers and supervisors about the importance of pedagogical skills, this study emphasizes their role as a core element of effective teaching.

A deep understanding of pedagogical skills is essential for teachers to effectively utilize these strategies, enhancing the quality of education and influencing educational policies (Audat, 2013; Boyle et al., 2013; Edelheim, 2020; Prayag, 2023; Yli-Panula et al., 2020). The findings from this research can guide policymakers in integrating these skills into curricula, resulting in an improved learning experience.

Moreover, the research highlights the critical role pedagogical skills play in enhancing the learning of tourism concepts. It demonstrates the relationship between these skills and learning quality, showing how improvements in pedagogical practices lead to better outcomes in both tourism and geography education. By adopting innovative learning strategies, geography teachers can transform the way tourism concepts are taught, fostering active learning and student engagement.

Moreover, this research contributes to designing effective training programs that help teachers develop professional skills sustainably, thereby enhancing the quality of education. Continuous professional development is crucial for teachers to adapt to evolving curricula and learning methods. Furthermore, the findings raise students' cultural awareness regarding the importance of tourism in Jordan, fostering a sense of heritage and national belonging that positively reflects their societal role.

Finally, this research paves the way for future studies by exploring additional aspects of pedagogical skills and their influence across various learning fields. Future research could investigate the relationship between pedagogical skills and students' critical and creative thinking abilities, further clarifying how these factors influence learning outcomes. In doing so, this study represents a significant step toward improving tourism and geography education, highlighting the pivotal role of pedagogical skills in achieving effective and sustainable education. Expanding the research scope and applying these findings can enhance learning experiences and prepare a generation of competent students equipped to address future challenges.

## RESEARCH PROBLEM

Geography learning environments often rely on traditional pedagogical practices, which impede the effective enhancement of students' understanding of tourism concepts. Observations and site visits conducted by the researchers have revealed a significant deficiency in the application of modern learning practices within geography classrooms, adversely affecting students' comprehension of tourism concepts. This situation contradicts current global educational trends that advocate a shift from conventional knowledge transmission models to student-centered approaches. These modern pedagogical strategies emphasize the development of skills that enable students to construct their own knowledge, enhance their scientific reasoning and analytical abilities, and engage with tourism concepts in a more practical and effective manner.

Given the critical role of teachers in guiding students toward gaining knowledge, skills, positive attitudes and values related to tourism, this study aims to investigate the extent to which geography teachers utilize pedagogical skills to enhance students' understanding of tourism concepts as presented in geography textbooks. Pedagogical skills are essential

for the successful implementation of educational innovations and constitute the foundation of effective teaching practices. Consequently, Jordan's educational philosophy underscores the importance of developing these skills to improve students' learning outcomes in geography. Therefore, this study seeks to address the following research questions:

1. To what extent do geography teachers employ their pedagogical performance skills to enhance secondary school students' understanding of tourism concepts?
2. To what extent do geography teachers apply their social pedagogical skills (communication and interaction) to improve secondary school students' understanding of tourism concepts?

**Hypotheses:** Based on the research questions, the following two hypotheses have been derived:

**Hypothesis 1:** Geography teachers' pedagogical performance skills significantly enhance secondary school students' understanding of tourism concepts.

**Hypothesis 2:** Geography teachers' social pedagogical skills (communication and interaction) significantly improve secondary school students' understanding of tourism concepts.

## METHODS AND PROCEDURES

### 1. Participants

A random sample of 197 geography teachers from secondary schools in the Irbid district of Jordan was selected based on a set of criteria designed to enhance the accuracy and reliability of the study. Choosing teachers from the Irbid area allows for a diverse representation of the learning environment in Jordan, reflecting potential differences in teaching methods and learning strategies. Moreover, focusing on geography teachers in secondary schools provides accurate information about the teaching methods and challenges they face, as this age group is critical in forming students' geographical understanding. Furthermore, the use of random sampling reduces bias and helps ensure that the findings are generalizable to the teacher population in the region. The specified sample size of 197 teachers achieves a high level of statistical precision, aiding in drawing reliable assumptions that reflect the realities of geography education. The demographic characteristics of the study sample are detailed in Table 1.

Table 1 finds a relatively balanced distribution of the sample between males (50.8%) and females (49.2%), reflecting an equitable representation of both genders. In terms of teaching experience, the majority of teachers have 5 to 10 years of experience (40.6%), followed by those with less than 5 years (30.5%) and those with more than 10 years (28.9%). Regarding academic qualifications, most respondents hold a Bachelor's degree (60.9%), followed by those with a Higher Diploma (25.4%) and those with a Master's degree or higher (13.7%). These demographic characteristics contribute to a diverse and representative sample, thereby enhancing the validity and generalizability of the study's findings. In light of the above, it can be noted that the sample selection was limited to geography teachers. The decision to concentrate exclusively on geography teachers stems from the unique nature of the geography subject, which naturally integrates various concepts, including tourism, environmental studies, and cultural awareness. Furthermore, the Jordanian Ministry of Education has emphasized the inclusion of tourism education concepts within the field of tourism geography in geography curricula. Therefore, geography teachers play a vital role in enhancing students' understanding of spatial relationships and the connections between human activities and the environment, which are essential elements when discussing tourism.

Table 1. Demographic Characteristics of the Study Sample

Variables	Categories	Frequency	Percentage (%)
Gender	Male	105	% 50.8
	Female	92	% 49.2
Teaching Experience	Less than 5 years	60	% 30.5
	5 to 10 years	80	% 40.6
	More than 10 years	57	% 28.9
Academic Qualification	Bachelor's degree	120	% 60.9
	Higher Diploma	50	% 25.4
	Master's degree or higher	27	% 13.7

### 2. Study instrument

To achieve the study's objectives, a questionnaire was developed to assess the extent to which secondary school geography teachers utilize pedagogical skills to improve students' understanding of tourism concepts. The design of the questionnaire was informed by the researchers' expertise in pedagogy and curriculum development, as well as a comprehensive review of relevant literature (Al-Barakat et al., 2022; Al-Dosari, 2024; AlAli and Al-Baraakt, 2024b; Boluk et al., 2019). The initial version of the questionnaire comprised 37 items, which were meticulously crafted to ensure linguistic and scientific precision, specificity, clarity, and unambiguity. Each item was rated on a five-point Likert scale: *very high* = 5, *high* = 4, *moderate* = 3, *low* = 2, *very low* = 1.

To ensure validity, the questionnaire was reviewed by 13 specialists in the fields of geography curriculum and teaching methods, curriculum development, tourism education, learning psychology, and measurement and evaluation. Based on their feedback, seven items were rephrased, and four were removed to better align with the study's objectives, resulting in a final instrument consisting of 33 items. The specialists recommended categorizing the items into two domains: pedagogical performance skills and social pedagogical skills related to communication and interaction in teaching tourism concepts. Following their review, the researchers determined that the domain of pedagogical performance skills included 19 items, while the domain of social pedagogical skills comprised 14 items.

To ensure the reliability of the instrument, it was administered to a pilot sample of 28 geography teachers, who completed the questionnaire twice with a two-week interval between administrations. Reliability was assessed using Pearson correlation coefficients and Cronbach's alpha to determine internal consistency. The analysis revealed Cronbach's alpha coefficients of 0.95 for pedagogical performance skills, 0.94 for social pedagogical skills, and 0.95 for the overall questionnaire, indicating high internal consistency. The reliability coefficients for repeated measures were 0.91 for pedagogical performance skills, 0.93 for social pedagogical skills, and 0.91 for the entire questionnaire, all reflecting high and acceptable reliability for the study's purposes. To assess construct validity, the questionnaire was administered to a separate pilot sample of 28 individuals from the study population. Pearson correlation coefficients were calculated between each item and its corresponding domain, as well as with the overall instrument. Statistical analysis demonstrated that the correlation coefficients for items within both the pedagogical performance skills and social pedagogical skills domains exceeded 0.40, and for the entire questionnaire, they exceeded 0.38, all statistically significant at the level ( $\alpha \leq 0.05$ ). These findings indicate robust correlations and acceptable validity for the study's purposes (AlAli and Al-Barakat, 2022).

### 3. Data collection

After the development of the questionnaire through a comprehensive design and validation process to ensure its reliability and relevance to the research objectives, data was collected from geography teachers using a structured questionnaire that was distributed in person by the study authors and research assistants. This approach facilitated effective communication with respondents from various schools. The administration of the questionnaire was carried out over a period of five weeks, during which each selected teacher was visited, allowing sufficient time for respondents to complete the questionnaire at their convenience. It is important to note that prior to distributing the questionnaire, approval was obtained from the Jordanian Ministry of Education to ensure compliance with ethical standards. Respondents were assured of the confidentiality of their responses, encouraging honest and accurate feedback. As a result of the personal distribution of the questionnaire by the research team, all questionnaires were retrieved, with none missing, leading to a 100% response rate, totaling 197 teachers.

### 4. Statistical analysis

Data analysis involved calculating descriptive statistics, including means and standard deviations, for each item on the questionnaire to evaluate teachers' responses concerning their use of pedagogical skills in teaching tourism concepts. The psychometric properties of the questionnaire were assessed by examining correlations between items and their domains, as well as with the entire instrument, to determine the relationships among the items.

Pearson correlations were employed to calculate reliability coefficients, and Cronbach's alpha was used to assess internal consistency, ensuring the instrument's quality and reliability.

**Study findings:** The findings of the study are presented in relation to the main research questions as follows:

#### 1. Findings of the first question

The first research question was: "To what extent do geography teachers employ their pedagogical performance skills in enhancing secondary school students' understanding of tourism concepts?" To address this question, means and standard deviations related to pedagogical performance skills were calculated. Table 2 provides a detailed analysis of the data.

Table 2. Means and Standard Deviations of Respondents' Responses on Pedagogical Performance Skills

No.	Items	Mean	St. Dev	<sup>1</sup> Rating
1	I train students to rely on themselves when learning tourism concepts.	2.49	0.75	Low
2	I develop students' ability to use tools for learning tourism concepts effectively.	2.45	0.78	Low
3	I provide learning opportunities through practical experience with tourism concepts.	2.40	0.80	Low
4	I raise awareness of the risks of dealing with tourism concepts inaccurately.	2.35	0.82	Low
5	I train on evaluating the tools and resources used in teaching tourism concepts.	2.30	0.85	Low
6	I enhance students' ability to apply tourism concepts in dealing with tourists.	2.28	0.87	Low
7	I train students to be able to research and understand tourism concepts deeply.	2.25	0.90	Low
8	I provide various means and activities to achieve the learning objectives of tourism concepts.	2.22	0.92	Low
9	I teach students safety rules in dealing with learning resources related to tourism concepts.	2.20	0.95	Low
10	I train on designing new activities to test and apply tourism concepts.	2.18	0.97	Low
11	I focus on the sequence of implementing activities related to tourism concepts.	2.15	0.98	Low
12	I enhance students' ability to complete learning activities on time.	2.12	1.00	Low
13	I enhance students' ability to use learning resources and information related to tourism concepts.	2.10	1.02	Low
14	I develop students' ability to translate tourism knowledge into practical skills.	2.05	1.05	Low
15	I develop students' ability to repeat and implement learning activities easily.	2.02	1.07	Low
16	I encourage students to visit different tourist sites.	1.90	1.10	Low
17	I strive to deepen positive tourism concepts such as respecting tourists and hospitality.	1.85	1.12	Low
18	I urge students to suggest solutions to problems hindering tourism development.	1.80	1.15	Low
19	I aim to train students in ideal skills for dealing with tourists.	1.75	1.18	Low
	<b>Total</b>	<b>2.23</b>	<b>0.80</b>	<b>Low</b>

Table 2 indicates that all items related to geography teachers' pedagogical performance skills in enhancing students' understanding of tourism concepts received low scores, reflecting a general deficiency in performance. The means for these

<sup>1</sup> To determine the level of pedagogical skills utilization, the following scale was used: Low (<2.5), Medium (2.5–3.49), High (3.5–5)

items ranged from 1.75 to 2.49, with each item receiving a low rating. This distribution underscores that pedagogical practices such as fostering student self-reliance and utilizing effective learning tools for tourism concepts did not meet acceptable performance standards. Additionally, the standard deviations reported in Table 2 ranged from 0.75 to 1.18, revealing some variability in responses among respondents. Despite this variation, the range of standard deviations still reflects an overall low performance level. The observed variation may indicate differences in how teachers perceive their pedagogical skills or their application in learning settings. However, this variability does not mitigate the fact that all items received low ratings, highlighting a pervasive need for improvement in the deployment of pedagogical skills.

The analysis of the table reveals that all aspects of pedagogical skills were rated poorly, indicating that the shortcomings in pedagogical effectiveness are not confined to specific areas but are widespread across all measured items. The lack of any items exceeding others in performance suggests that the deficiency in pedagogical skills is a general issue affecting all facets of teaching tourism concepts. Consequently, these findings emphasize a broad weakness in pedagogical performance that necessitates the development of more effective learning strategies.

## 2. Findings of the second question

The second research question was: "To what extent do geography teachers employ their social pedagogical skills (communication and interaction) in enhancing secondary school students' understanding of tourism concepts?" To address this question, means and standard deviations related to social pedagogical skills were calculated. Table 3 provides a detailed analysis of the data. Table 3 highlights a notable deficiency in the application of social pedagogical skills to enhance students' understanding of tourism concepts. Specifically, Item 10, which assesses the provision of opportunities for developing students' oral expression and effectiveness in discussing tourism, received the lowest rating of 2.05. This score underscores a critical need to improve strategies aimed at enhancing students' communication and expression skills.

The findings also reveal significant shortcomings in fostering teamwork and collaboration skills. Item 2, which focus on encouraging teamwork during field visits, received a rating of 2.42, while Item 7, which pertains to the application of teamwork principles in external activities, was rated 2.30. These ratings suggest that practical activities are not effectively contributing to students' understanding of tourism concepts, indicating a need for more effective teaching strategies in this domain. Additionally, Item 3, which addresses teaching students to respect roles and adhere to guidelines, received a rating of 2.40, and Item 8, which emphasizes valuing others and respecting peers' opinions, was rated 2.28.

These ratings highlight a need to enhance teaching methods that foster a cooperative and inclusive learning environment. The identified weaknesses in promoting fundamental values such as respect and appreciation suggest a deficiency in strategies that support effective learning. Overall, the cumulative rating of 2.25 reflects a general inadequacy in employing social pedagogical skills related to teaching tourism concepts. This low overall rating indicates a significant gap in the effectiveness of current teaching strategies, necessitating a thorough review and enhancement of how learning content and activities are delivered to better support tourism education.

Table 3. Means and Standard Deviations of Geography Teachers' responses on Social Pedagogical Skills

No.	Items	Mean	St. Dev	Rating
1	Enhance students' social interaction and communication skills about tourism in their country.	2.45	0.78	Low
2	Develop teamwork skills by encouraging collaboration among students during field visits to tourist sites.	2.42	0.80	Low
3	Focus on teaching students to respect roles and adhere to guidance, especially when interacting with tourists.	2.40	0.82	Low
4	Train students to respect different roles within a team, contributing to improved cooperation and teamwork.	2.38	0.75	Low
5	Enhance students' abilities to be more active and positive in social and tourism interactions.	2.35	0.79	Low
6	Encourage students to prepare scientific reports and analyze tourist visits to improve their writing and analytical skills.	2.32	0.77	Low
7	Promote the application of teamwork principles during external activities.	2.30	0.80	Low
8	Train students on techniques for appreciating others in communication and respecting peers' opinions.	2.28	0.83	Low
9	Provide learning opportunities to motivate students to actively participate in discussions and dialogues about tourism concepts.	2.25	0.85	Low
10	Offer learning opportunities to develop students' oral expression skills and effectiveness in discussing tourism.	2.05	0.80	Low
11	Focus on Training students how to communicate with tourism entities to obtain discounts and promotional offers, enhancing their practical experience	2.23	0.78	Low
12	Enhance tourism culture among students through classroom discussions and participation in annual tourism activities.	2.20	0.82	Low
13	Encourage student participation in tourism trips.	2.18	0.76	Low
14	Involve students in preparing promotional materials for tourist sites.	2.15	0.74	Low
<b>Total</b>		2.25	0.76	Low

## DISCUSSION

### 1. Discussion of the First Question

The study's findings reveal that the pedagogical skills of geography teachers, particularly in enhancing students' comprehension of tourism concepts, received low ratings. This finding can be attributed to several interrelated factors. Firstly, there appears to be a significant deficiency in the application of these skills, indicating an urgent need for a comprehensive examination of the underlying causes and logical explanations supported by previous research. One plausible explanation for this weakness is the evident lack of professional training and development opportunities for teachers. Previous studies (AlAli and Al-Barakat, 2024c; Bani-Irshid et al., 2023; Fraihat et al., 2022; O'Connor, 2021) have demonstrated that

continuous teacher training is crucial for enhancing the effectiveness of pedagogical practices. For instance, multiple studies (Bani-Irshid et al., 2023; O'Connor, 2021; Rizwan, 2024; Virranmäki et al., 2021) indicate that training programs specifically designed to enhance pedagogical skills significantly improve teachers' performance and their ability to implement effective teaching strategies. Without specialized training in these approaches, teachers are likely to encounter difficulties in applying their skills in ways that yield significant improvements in student learning outcomes.

Additionally, inadequacies within the learning curriculum itself could also contribute to these findings. The findings may reflect, as noted by Mustafa (2021), deficiencies in the design of geography curricula, particularly regarding their focus on tourism concepts, which makes them less responsive to students' needs. Educational scholars (AlAli and Al-Barakat, 2023b; Al-Hassan et al., 2012; Khasawneh et al., 2023; O'Connor, 2021) emphasize the necessity of curricula that integrate practical activities and real-life examples to enhance students' conceptual understanding. If the curriculum presents tourism concepts in a manner that is unclear or misaligned with the teaching methods employed, teachers may struggle to effectively apply their pedagogical skills. Supporting this perspective, Al-Omairi (2013) suggests that developing curricula to be more interactive and relevant can foster better student learning and help mitigate the challenges associated with applying pedagogical skills effectively. Furthermore, the study highlights significant weaknesses in the strategies employed to motivate students to engage in active learning activities based on a student-centered learning approach. Research conducted by Khasawneh et al. (2022) and Rizwan (2024) indicates that teaching strategies promoting active interaction and critical thinking lead to a better understanding of tourism concepts among students. The absence of effective motivational strategies may contribute to lower levels of comprehension regarding these concepts. Effective pedagogical skills heavily rely on interactive teaching strategies, such as participatory and experiential activities, which can enhance both interaction and understanding of tourism concepts. Previous findings (Khasawneh et al., 2023; Wertheim and Edelson, 2013; Virranmäki et al., 2021) further confirm that students who participate in interactive learning activities tend to perform better in grasping complex concepts.

In summary, the combination of insufficient professional development, curriculum deficiencies, and inadequate motivational strategies appears to significantly hinder the pedagogical effectiveness of geography teachers in imparting tourism concepts, necessitating targeted interventions to address these issues.

## 2. Discussion of the Second Question Findings

The findings highlight a substantial gap in the pedagogical skills currently employed to enhance students' understanding of tourism concepts, revealing that existing teaching strategies do not adequately meet students' needs or foster sufficient motivation. A particularly concerning aspect is the lack of emphasis on developing students' interaction and communication skills. This shortcoming may finding from learning activities that are either incomplete or insufficiently designed to encourage meaningful engagement with tourism content. Consequently, the effectiveness of teaching strategies grounded in pedagogical skills appears limited in promoting essential social skills among students. Moreover, the study indicates weaknesses in the integration of practical activities, such as field trips, which have not achieved the intended learning influence. This misalignment suggests that such activities are not effectively designed to reinforce tourism concepts or to facilitate learning through direct, collaborative experiences that promote interaction. The lack of contemporary techniques, such as group projects based on real tourism experiences, further underscores the inadequacy of providing a tangible context for enhancing students' understanding. Additionally, the findings reveal deficiencies in instilling tourism education values that promote respect and appreciation for tourists and visitors.

This gap contrasts with global trends (Al-Barakat and Bataineh, 2011; Al-Barakat and AlAli, 2024; Al-Omairi, 2013; O'Connor, 2021; Rizwan, 2018), which emphasize the importance of integrating social values into tourism education as a means of fostering a supportive and inclusive learning environment. The researchers argue that this deficiency reflects a lack of positive learning environments, which could be improved through training sessions focused on communication and respect, as well as activities that facilitate the constructive exchange of opinions. This suggests that the current learning methods used in teaching tourism concepts are anchored in traditional approaches, which are inadequate for effectively enhancing students' understanding and learning. These methods neglect to incorporate experiential learning strategies that could boost student engagement and interest, ultimately leading to improved learning outcomes in tourism education.

## CONCLUSIONS, RECOMMENDATIONS, AND LIMITATIONS

The study can conclude that there is a general weakness in the application of pedagogical skills, necessitating an analysis of contributing factors such as professional training, curriculum relevance, and student motivation strategies. Supporting evidence from previous studies supports that improving these factors can significantly develop teaching effectiveness and better support students' learning of tourism concepts. In light of the current findings, it is recommended to implement comprehensive training programs for geography teachers that focus on developing pedagogical skills and teaching strategies that effectively integrate tourism concepts in practical and engaging ways. This also leads to the recommendation of revising and updating the learning curriculum to ensure its relevance to students' needs, incorporating learning activities that foster a deeper understanding of tourism concepts. Additionally, the adoption of motivational strategies that promote active interaction and critical thinking among students is essential, as these strategies contribute to improved learning outcomes and a more profound understanding of tourism concepts.

A critical review of the study's findings further underlines a significant conclusion: the clear weakness in the pedagogical skills of geography teachers negatively influences the learning of tourism concepts. This deficiency is likely related to a lack of professional development opportunities for teachers, where training programs designed to enhance pedagogical skills are crucial for improving teachers' performance and their ability to implement effective teaching strategies.

Furthermore, the inadequacies in the design of the geography curriculum contribute to the ineffective use of pedagogical skills, as the curriculum fails to focus sufficiently on tourism concepts that align with students' needs, thereby undermining the effectiveness of teaching strategies. The study's findings also point out a clear absence of initiatives aimed at promoting interaction and communication among students through learning activities. This lack suggests a deficiency in the design of activities that encourage active learning and social interaction through practical experiences, such as field trips, group projects, and experiential activities that could enrich the learning experience by allowing students to involve directly and realistically with tourism concepts. Lastly, the study highlights a weakness in promoting social values within learning environments focused on tourism concepts. It is imperative to review and improve the learning methods used in teaching these concepts to ensure they incorporate experiential learning approaches, which are likely to increase student engagement and interest, ultimately leading to better learning outcomes.

Regarding the study's limitations, the sample size may be insufficient to provide comprehensive insights into the effectiveness of pedagogical skills, indicating the need for a larger and more diverse sample to obtain more accurate data and enhance the generalizability of the findings. Additionally, the reliance on surveys as a data collection tool may affect the accuracy of the findings. Therefore, it is recommended to use multiple research tools, such as direct observation and interviews, to gain a more comprehensive understanding of the application of pedagogical skills in the classroom.

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