



Challenges Faced by Female Students of High School in Learning National Social Studies Curriculum in Saudi Arabia

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Abstract

The purpose of the study is to assess the challenges faced by female students of high school in learning the national social studies (NSS) curriculum in the Kingdom of Saudi Arabia (KSA). Conducting this study is informed by curricular change in KSA, as a way of addressing labour market demand and economic development. In this study, a method approach was used to collect the data needed to answer the research questions. Questionnaires were used to collect data from female students. Questionnaire data was analysed using SPSS software. The findings showed that the changes in the NSS curriculum have affected the content, material, activities and evaluation used in learning, and that the public school sector is struggling with the implementation of the new curriculum. Public schools do not have an adequate level of support and resources required to effectively implement the curriculum. The area of the new curriculum that did rank highly was the evaluation method in the curriculum because of the inclusion of formative evaluation in the overall performance assessment. The activities recommended in the curriculum, teaching methods employed and the recognised text-books also ranked high according to this study. The high issues were resource availability, time limitation, repetition of content and class environment. These have an observable negative effect on the implementation of the NSS curriculum. The researcher suggests recommendations to alleviate these challenges.

National Social Studies curriculum, High school, Female students, challenges.

Introduction and Background

It is also important for laying a foundation for economic growth. With increased globalisation, countries are in constant competition to attract Foreign Direct Investment, tourism, and human capital. To survive in this competitive environment, states are trying to position themselves as ideal destinations for investment. This is achieved via a range of factors such as raw materials and most importantly, human capital. The latter is built gradually by having in place an education system with clear policies and structures to meet this objective. High school education is important for young people so that they can gain skills for the labour market. Nevertheless, in developing countries, high education continues to face a number of challenges, ranging from the design of the curriculum itself, resources (both physical and human) as well as other issues in the political and socio-cultural arena (Nowak and Dahal, 2016).

In developing countries like Saudi Arabia, this is usually quite challenging. The main struggle in developing countries is striking a balance between the use of resources and increased education spending. More often, this does not translate to more learning and improved human capital in the education sector. In order to overcome these challenges, there is a need for all stakeholders in the education sector to work closely at all levels. Walker (2002) emphasised that the process of curriculum development required the application of systematic approaches, high level planning and research to ensure that curriculum content, methods and tools produced can be effectively applied to produce learners who are functional in society, are well-rounded and have knowledge that can be applied to solve real life problems. Thus, curriculum change requires broad consultation and strategic management of the interests of the various stakeholders involved within the sector (Preston-Shoot, 2004).

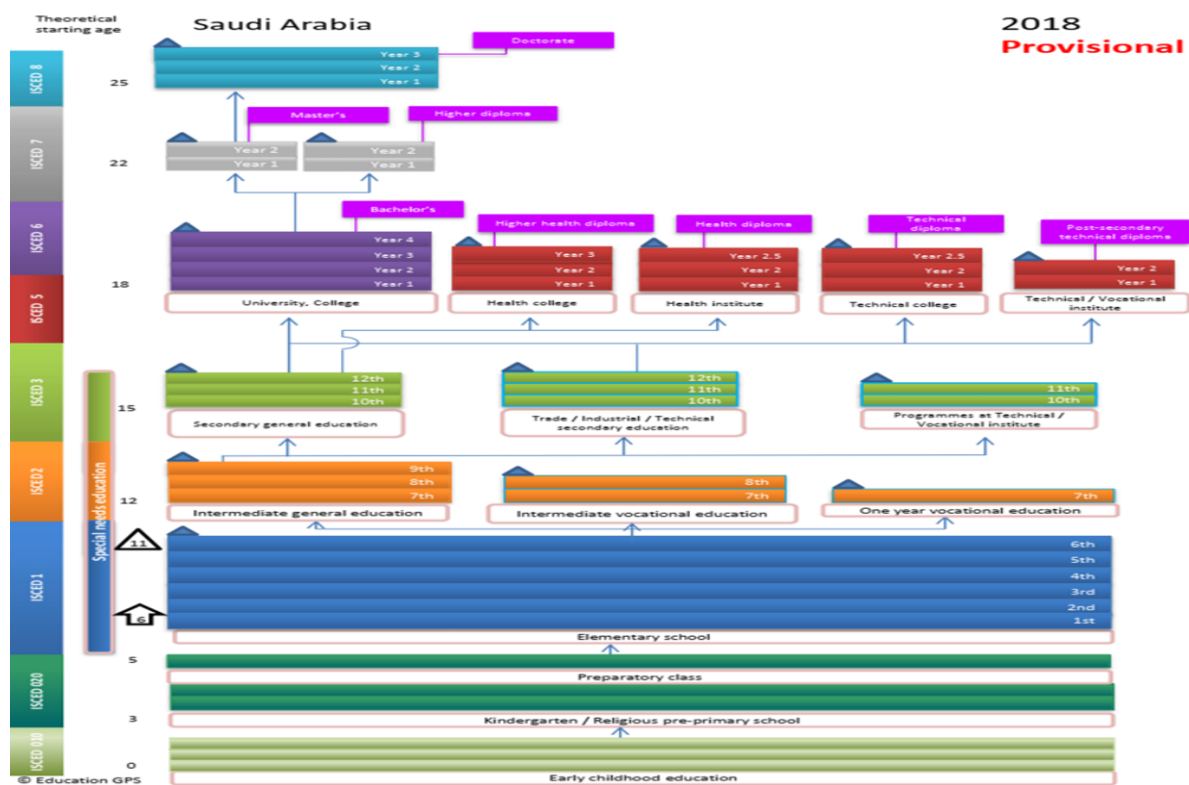
Social Studies involve providing learners with an understanding of their physical environment, historical and current affairs, climate, weather, economy, and other components in their immediate location and at the international level. Social Studies enables learners to understand what role they can contribute to the growth, development, and conservation of resources around them. Additionally, Social Studies also ensures that learners have a clear understanding of past events and how those events have affected present decisions and events. The choice of what to

include in Social Studies is almost entirely based on the government's policy of what is considered relevant for their civilians to acquaint themselves with. Social Studies tends to be subjective in the content provided. Methods of teaching and learning also vary, while some are theoretical, others require practical demonstration for effective learning to occur. The content of the subject varies from country to country, sometimes even from region to region. This is because of the uniqueness and diversity of the physical, social, political, historical, and economic attributes of every region and sub region (Almogbel, 2015, Alturki, 2016, Creswell, and Clark, 2017)

The history of formal education in the Kingdom of Saudi Arabia traces back to the early 1920s when elementary education began in The Kingdom. Secondary education was introduced in the early 1940s while higher education commenced 1953. In 1961, the Kingdom introduced technical and vocational education. In the Kingdom of Saudi Arabia, education is free for all people and comprises three main levels; elementary, intermediate and secondary. According to Alturki (2016) a huge chunk of the education system in Saudi Arabia is dedicated to religious studies and at secondary level, students can pursue either religious or technical education. In addition to both elementary and secondary education, tertiary education has expanded rapidly in the past few decades due to a rising demand for higher education and education reforms aimed at improving the quality of education for the expanding labour market.











Cheng (1994) argues that the educational environment constantly changes because of the diverse educational needs of students and the high expectations from the public. Therefore, educational reforms should not only result in educational change but also lead to improvements in the educational system in local and international contexts. Additionally, the government initiative to change the curriculum aims at inculcating technology in teaching to develop the learners' soft, analytical and critical skills to enable them to deal with modern-day world requirements. The education system in Saudi Arabia has witnessed the emergence and exponential growth of private schools (Alnahdi, 2014).

Figure 1.1 shows the educational system program in Saudi Arabia. As shown in Figure (1.1) there are three stages of secondary education (grades 10 to 12). This is offered in different specialisation streams: technical-vocational, religious, and general. Students pursuing the general stream have a core curriculum in grade 10 but they concentrate later in science or liberal arts in the final two grades. Some of the subjects studied include Islamic studies, geography, Arabic, Mathematics, Information Technology, health and physical education, chemistry, computer, geology, and physics. Assessment is done at the end of each semester. The graduation certificate at the end of grade 12 is called General Secondary Education Certificate (*shahadat al-thanawiyyah al-‘aama* or *shahadat al-marhalat al-thanawiya*) (Almogbel, 2015; International Bureau of Education, 2011; Ministry of



Education, 2019).

Key

	Starting/ending age of compulsory education
	Recognized exit point of the education system
	Typical student flow
	Transfer from a programme to another
	Programme designed for part-time attendance
	Vocational/Professional orientation (according to national definition at the tertiary level)
	Single structure education (integrated ISCED levels)
	May be provided within one school structure
	Transfer at crossing lines is not possible
	Name of diploma, degree or certificate
2018	Reference year (school year 2017/2018 in the northern hemisphere)

Educational System Paradigm in Saudi Arabia (MoE, ٢٠٢٠) \, \) Figure

Assessment refers to the process of examining and providing feedback on skills, knowledge, attitudes, and work products in order to elevate or raise future learning outcomes and performances (Al Alhareth & Al Dighrir, 2014). Al Alhareth & Al Dighrir (2014) add that evaluation, on the other hand, aims at determining the level of performance, quality or outcome, and facilitates decision making according to the level of quality exhibited. In the current curriculum in Saudi Arabia, the objective of assessment is learning about students and progress (Al Alhareth & Al Dighrir, 2014). Learners are subjected to internal examinations at the end of every term with the school year having two terms. This examination system is the only system of assessment used as recommended by the current curriculum. The results are used to assess progression to the next grade by combining 50% of each term's grades. This assessment approach is used to examine all subjects in all years of education from primary, intermediate to high school. Internal exams make up the remaining assessments and are set by teachers, who design their own assessments, within the constraints of resources available to them within their school. Those learners who perform exemplary well are likely to get university admissions. The secondary stage has significantly

benefited from the improvement and development of the education curriculum (Al Alhareth & Al Dighrir, 2014). Such enhancement is attributed to the Curriculum Development government initiative. This program seeks to improve learner skills as a way of achieving human resource development. For instance, the program aims at improving the technical skills of learners. In addition, the program intends to incorporate a change from the teacher centred to learner centred methods of teaching.

Statement of the Problem

As a high school history teacher, the researcher noted that students faced problems and challenges in dealing with the National social studies curriculum after merging the two separate subjects history and geography, and updating it to this name. This curriculum is merged only in the first year of high school, and the subjects are once again taught separately for the remaining 2 years. This development in curriculum began gradually from primary to middle and high school. This update resulted in challenges and difficulties faced by students in terms of content and school environment. However, this study focuses on female students' only. The choice of females in this study is based on the fact that school education in Saudi Arabia is not gender-mixed, and thus there is no opportunity of reaching the male schools (AlBakr, 2005; AlManea, 2007). The researcher used the mixed method to reach the results in-depth and in detail.

Research Aims and Objectives

The purpose of this study is to assess the challenges faced by female students of high schools in teaching and learning National Social Studies Curriculum in Saudi Arabia. The female students were chosen because, due to cultural constraints, this was the only sample that was accessible to the researcher.

1. To investigate the challenges that face the learning of National Social Studies at Saudi high schools from the perspective of the students.
2. To critically examine the students' perceptions of the extent to which the given challenges (i.e., school environment, activities and exercises, the academic content, teachers and teaching, and

evaluation methods) impact the learning of National Social Studies at the Saudi high schools.

Research Questions

3. What are the challenges that face the learning of National Social Studies at Saudi high schools from the perspective of the students?
4. What are the students' perceptions of the extent to which the given challenges (i.e., school environment, activities and exercises, the academic content, teachers and teaching, and evaluation methods) impact learning of National Social Studies at the Saudi high schools?

Students:

5. Q1: How much is the impact of the school environment (classroom style, comfort, resources, Internet) on teaching and learning national social studies at the high school level from the point of view of female students in Saudi Arabia? (1= little or no impact, 5 = very strong impact)
6. • 1 • 2 • 3 • 4 • 5
7. Hypothesis 1: stated that there will be no significant difference in the impact of the school environment on learning national social studies at the high school level from the point view of students' school type.
8. Hypothesis 2: stated that there will be no significant difference in the impact of the school environment on teaching and learning national social studies at the high school level from the point view of students' year of study.
9. Q2: What is the impact of activities and exercises (field trips, hands-on practical activities, puzzles, quizzes) on learning national social studies at the high school level from the point of view of female students in Saudi Arabia? (1= little or no impact, 5 = very strong impact)
10. • 1 • 2 • 3 • 4 • 5
11. Hypothesis 1: stated that there will be no significant difference in impact of activities and exercises on learning national social studies in high school level from the point view of students' school type.

12. Hypothesis 2: stated that there will be no significant difference in impact of activities and exercises on learning national social studies in high school level from the point view of students' year of study.
13. Q3: What is the impact of academic content (the type, number of topics and their depth of treatment) on teaching and learning national social studies at the high school level from the point of view of female students in Saudi Arabia. (1= little or no impact, 5 = very strong impact)
14. • 1 • 2 • 3 • 4 • 5
15. Hypothesis 1: stated that there will be no significant difference in impact of academic content on learning national social studies in high school level from the point view of students' school type.
16. Hypothesis 2: stated that there will be no significant difference in impact of academic content on learning national social studies in high school level from the point view of students' year of study.
17. Q4: What is the impact of teachers (teaching style, discipline, interactivity) and teaching methods (explanations, definitions, PowerPoints, tests) on teaching and learning national social studies at the high school level from the point of view of female students in Saudi Arabia? (1= little or no impact, 5 = very strong impact)
18. • 1 • 2 • 3 • 4 • 5
19. Hypothesis 1: stated that there will be no significant difference in impact of teaching methods on teaching and learning national social studies in high school level from the point view of students' school type.
20. Hypothesis 2: stated that there will be no significant difference in impact of teaching methods on teaching and learning national social studies in high school level from the point view of students' year of study.
21. Q5: What is the impact of evaluation methods (Terminal examination, Homework, Workbook, Assignments) on learning national social studies at the high school level from the point of view of female students in Saudi Arabia? (1= little or no impact, 5 = very strong impact)
22. • 1 • 2 • 3 • 4 • 5

23. Hypothesis 1: stated that there will be no significant difference in impact of evaluation methods on learning national social studies in high school level from the point view of students' school type.
24. Hypothesis 2: stated that there will be no significant difference in the impact of evaluation methods on teaching and learning national social studies in high school level from the point view of students' year of study?

Operational Terms

Curriculum: The process of selecting content or courses of a study. In the context of this study, the word curriculum is used to either describe or prescribe both goals and content for formal instruction.

Stakeholders: Those whose interests are directly affected by the Saudi education curriculum or have power to influence or stop the curriculum. They include high school students studying the NSS curriculum, parents, teachers, school administrators, the public, Ministry of Education, among others who have interest and power to influence implementation of the NSS curriculum.

The National Social Studies Curriculum: A course of study in high school in Saudi. It has multiple majors; history whose focus is enriching and enhancing the student memory; geography, taught to ensure that students understand the processes that affect the physical world.

Evaluation of the Curriculum: An ongoing process involving collecting and analysing information to help understand what learners know and can do.

Assessment: Monitoring performance of the students against a set of objectives or targets.

Contributions of the Study

This study will provide the following contributions:

1. The study will contribute to the theoretical knowledge on the challenges facing the teaching and learning of NSS. The in-depth

exploration of these challenges will help academicians and practitioners the challenges involved in the study of NSS and the possible ways through which these challenges can be overcome.

2. The study also expands the debate on the educational challenges in Saudi Arabia. There are a limited number of studies studying the NSS. Furthermore, the studies looking at the challenges of education in Saudi Arabia are also few. This study will not only fill the gap but also expand the debates around this subject.
3. There are also methodological contributions. Unlike other studies, the current study benefits from the use of a multi-method approach (use of questionnaires and interviews). In addition, a larger sample size consisting of both teachers and students has been used. Given that most studies have not used such a methodological approach, this study will be making an important contribution to the methodology.
4. Lastly, the study is significant for practitioners in the management of education in Saudi Arabia. An exploration of this subject will generate findings that the decision makers, teachers, and officials in the Ministry of Education can use to improve the teaching of NSS.

Literature Review

If current trends are anything to go by, the future of the female generation in Saudi Arabia has never been better. This is not to say it is perfect, but the presence of the female population in academic institutions in the country is more noticeable. The historical and cultural background of women (as will be discussed in subsequent sections) has not always been rosy. It did not come easy but the efforts and campaigns championing for formal education of the girls are slowly starting to pay off. The challenges of the female population in the country stem from a combination of complex contexts and beliefs that have been passed from one generation to another and have negatively affected the female population. The work environments, the cultural limitations, position of women, the attitude of society, and the administrative structure all together have made it difficult for women to access and work in the education sector. Over the years, the female population in Saudi Arabia has incrementally acquired formal education across various education centres across Saudi Arabia and as a result the literacy rates between the

1970s and 2012 have increased dramatically. The literacy rates of female youth between the ages of 10 and 15 was 2 percent in the 1970s (Hamdan, 2005). This increased to 97 percent in 2011 (UNICEF, 2013). The trends show substantial progress, but the journey has not been without major pitfalls. The government of the oil rich nation continues to invest in setting up education centres across the country; and the ratio of female to male children in high schools continues to 'close in'.

The NSS curriculum has multiple majors; history whose focus is enriching and enhancing the student memory; geography, taught to ensure that students understand the processes that affect the physical world. In addition to this, economics and government are taught for students to understand how the government is run and making of civic decisions. It also aims at improving citizen culture and responsibility. Thus, one can say that the aim of social studies is to explain and clarify the cultural, historical and economic events. It also intends to build civic competence and strengthen the national personality, (Ross, 2014). In Saudi Arabia, the Social Studies curriculum provides guidelines for the content students should be introduced to in the course of their studies (Almogbel, 2015). The content includes history, geography, and civil education. The duration allocated for each class session is also stipulated in the national curriculum, which goes as far as recommending the activities that should be included during class and out of class activities that can enhance the understanding of learners. Teachers are provided with instruction materials while the students have textbooks with the appropriate material (Almogbel, 2015).

According to Almogbel, (2015) the objective of Social Studies at the secondary level is to direct the awareness of learners to how human qualities are interconnected at the national and international level. It is also structured to ensure maximum exposure to as much content as possible in Social Studies. The activities recommended to Social Studies also aid in encouraging critical thinking among the learners and practical application of the knowledge acquired. The syllabus generally engages the students in class sessions, based on the interactive teaching methods proposed for implementation (Almogbel, 2015). Finally, just like the other subjects, the assessment role has been given to teachers who are required to adopt the ideal methods of assessment suitable for the topic being addressed plus the mandatory end of term final examination.

Ivowi (1994) states that curriculum development is the process through which the material that facilitates learning is identified and arranged. Ivowi explains that curriculum development as a process that includes planning or development, implementation and evaluation of contents that guides and frames the content of educational material. To aid students and encourage them to create progressively more complex knowledge structures, it is essential for us to gradually scaffold their thinking. Curriculum development approaches are strategies used to organise content and learning activities learners are exposed to. According to Biggs' (2003) 3P (Presage, Process and Product) model of learning and teaching, there are five principles that guide curriculum design development. Presage refers to the students' prior knowledge and teaching context (like the climate, institutional procedures, and climate) process entails the activities focused on learning and the product is the outcome of the learning and teaching process. These principles should be applied to ensure the quality of learning outcomes among students. Biggs recognises that the components of curriculum design are connected and form a system that works a whole.

Methodology Sampling, Instrumentation, Data collection and Data analysis

In critical realism, the process begins with empirical data. This means that events are observed at the empirical level using two main types: extensive (such as statistical data) and intensive (i.e. in-depth interpretative data collected from interviews etc.). These two types helped the researcher identify the demi-regularities for further analysis. In the current study, extensive data was collected, n=98 female students questionnaires. The intensive data collection phase began with interviews with n=30 female students. Semi-structured interviews were used to allow flexibility needed to explore the relationship between perceptions and learning of National Social Studies. A mixed methods (Creswell and Clark, 2017) approach is adopted for this study. In the current study, both quantitative and qualitative methods of data collection were used. The data from the questionnaires was analysed to generate patterns and then qualitative interviews used to generate data needed to expound on the inferences drawn from the initial data collection exercise.

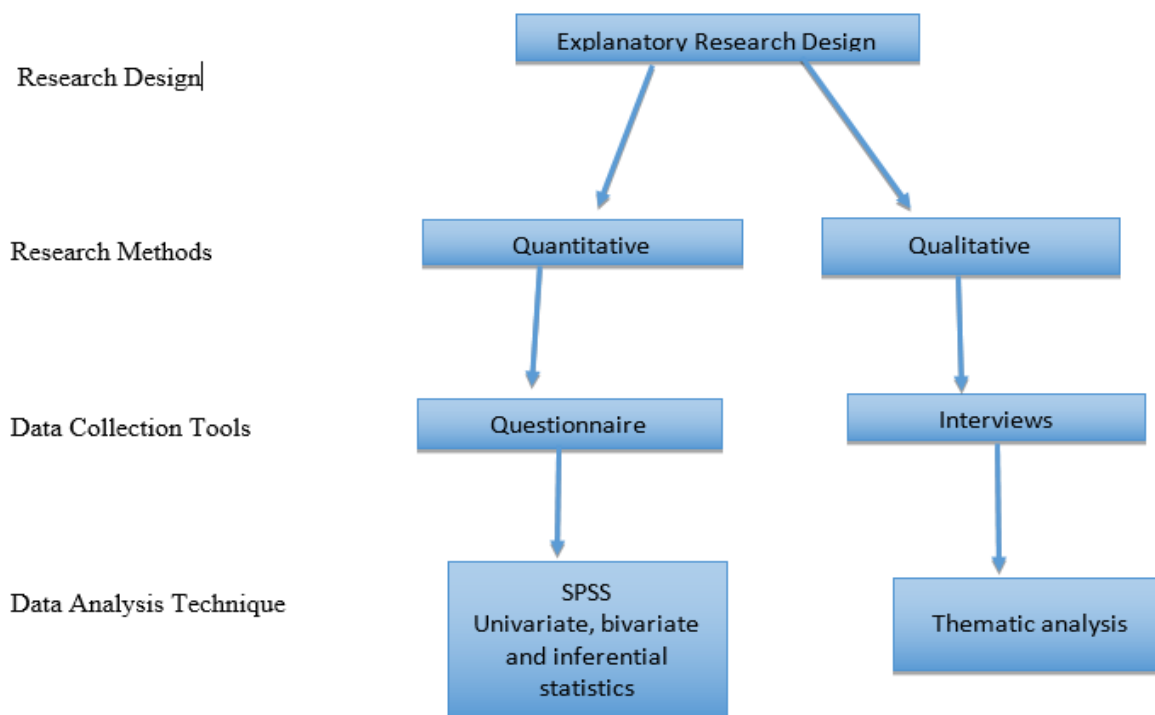


Figure 1.2 Flow of the Research Design

Finding and Results

In order to determine the impact level of the variables under consideration (school environment, activities and exercises, academic content, teaching methods and evaluation methods) on teaching and learning national social studies (NSS) in high school level from the point view of students, arithmetical means, as an indicator of central tendency, and standard deviations were calculated as in table (3-1) Using the scales values, the researcher rated the level to which the respondents are satisfied with the various variables. This means that the respondents are satisfied with them. an arbitrary level was identified (high, medium, low) based on the following equation:

$$\frac{\text{The Scales highest value} - \text{The scales lowest value}}{\text{Number of levels}} = \frac{5 - 1}{3} = 1.33$$

This formula above was used to summarise data to provide a simple indication of the level of the means associated with each response. Using these intervals of 1.33, we can define 3.67 to 5.00 as a “high impact”,

2.34 to 3.67 as a “medium impact” and any value below 2.34 to 1.33 as a “low impact” and if the arithmetic mean is less than 1.33 it means “impact never occurs”: this is summarised in Table Scales value Table 3-1 Scales value

Scales Value	Satisfaction Level
1.33 to 2.33	Low
2.34 to 3.67	Medium
3.68 to 5.00	High

Table Students’ activities and exercise, Means, Standard Deviation, λ - ξ :Percentage and Scale Level by School type

No.	Item	School Type	Means	Std. Deviation	Percentage	Rank	Level
1	The activities help students cooperate with each other.	Public	4.26	0.728	85.2	1	High
		Private	3.95	1.129	79.0	4	High
2	Class activities are relevant to the subject’s curriculum.	Public	3.85	0.997	77.0	5	High
		Private	4.00	0.972	80.0	3	High
3	The required materials and tools are available to carry out the activities.	Public	1.69	1.025	33.8	10	Low
		Private	3.62	1.037	72.4	8	Medium
4	The exercises provide the students with new and interesting information.	Public	3.89	0.877	77.8	4	High
		Private	3.86	0.787	77.2	5	High
5	The activities help the student consolidate the scientific material	Public	3.82	0.764	76.4	6	High
		Private	3.76	0.955	75.2	7	High
6	The activities equip the student with problem	Public	4.18	0.764	83.6	2	High

	solving skills.	Private	4.32	0.626	86.4	1	High
7	The activities are written in a clear and accessible language.	Public	4.07	0.655	81.4	3	High
		Private	4.11	0.567	82.2	2	High
8	The activities stimulate the students' thinking and develop their mental skills.	Public	3.13	1.431	62.6	7	Medium
		Private	3.35	1.111	67.0	8	Medium
9	The activities are related to the student environment.	Public	3.11	1.318	62.2	8	Medium
		Private	3.14	1.134	62.8	9	Medium
10	The time allotted for the activities is appropriate	Public	1.7	0.882	34.0	9	Low
		Private	2.16	1.118	43.2	10	Low
Overall		Public	3.37	0.94	67.4	Medium	
		Private	3.62	.0.94	72.54	Medium	

Table 4-8 shown The average arithmetic means of all the items mentioned above under exercises and activities for public schools is 3.37 and 3.62 for private schools, falling within the medium range.

Deviation, Students' academic contents, Means, Standard σ - ξ Table
Percentage and Scale Level by School type:

No.	Item	School Type	Means	Std. Deviation	Percentage	Rank	Level
1	The textbook content is suitable for the students' mental capacity	Public	2.74	1.425	54.8	6	Medium
		Private	2.78	1.109	55.6	7	Medium
2	The content is suitable for all individual differences.	Public	2.54	1.177	50.8	7	Medium
		Private	3.00	1.179	60	6	Medium
3	The new content helps the student to learn new strategies.	Public	3.72	1.097	74.4	3	High
		Private	3.51	.961	70.2	5	Medium
4	The content is free of scientific, linguistic and spelling errors.	Public	4.30	.989	86	1	High
		Private	4.24	1.065	84.8	1	High
5	Contains new experiences for the students.	Public	3.74	.982	74.8	2	High
		Private	3.51	1.193	70.2	4	Medium
6	The content lacks repetitive information.	Public	1.43	.865	28.6	8	Low
		Private	1.54	.803	30.8	8	Low
7	The content encourages interaction inside the classroom.	Public	3.49	1.059	69.8	4	Medium
		Private	3.54	1.120	70.8	3	Medium
8	There is variation in presenting the class lesson.	Public	3.46	1.246	69.2	5	Medium
		Private	3.76	.955	75.2	2	Medium
Overall		Public	3.17	1.10	63.5	Medium	
		Private	3.23	1.04	64.7	Medium	

Table 4-9 presents the average medium score of both public and private schools, 3.17 and 3.23 respectively.

Students' teaching methods, Means, Standard Deviation, Percentage and Scale Level

No.	Item	School Type	Means	Std. Deviation	Percentage	Rank	Level
1	The teachers teach the study materials efficiently and proficiently.	Public	3.52	1.312	70.4	4	Medium
		Private	4.51	.507	90.2	1	High
2	The teachers focus on the important points of the lesson.	Public	3.72	1.343	74.4	2	High
		Private	4.51	.507	90.2	2	High
3	The teachers take into account the individual differences between students.	Public	3.52	1.233	70.4	5	Medium
		Private	4.24	.723	84.8	5	High
4	The teachers lead the discussion and dialogue within the classroom	Public	3.97	1.303	79.4	1	High
		Private	4.38	.594	87.6	3	High
5	Teachers use multiple teaching methods	Public	3.18	1.372	63.6	7	Medium
		Private	4.16	.688	83.2	7	High
6	The teachers can communicate effectively with students in the classroom.	Public	3.57	1.217	71.4	3	Medium
		Private	4.30	.777	86	4	High
7	The teachers use educational methods during the lesson.	Public	3.23	1.419	64.6	6	Medium
		Private	4.24	.597	84.8	6	High
Overall		Public	3.53	1.31	70.6	Medium	
		Private	4.33	0.62	86.6	High	

The data in Table 4-10 shows the average score of both public and private schools, 3.53 and 4.33 respectively.. Overall, this variable had a medium level of satisfaction in public schools and high a level of satisfaction in private ones.

Table Stud \ \ -students' Evaluation methods, Means, Standard Deviation, Percentage and Scale Level

No.	Item	School Type	Means	Std. Deviation	Percentage	Rank	Level
1	The evaluation methods are clear and concise.	Public	4.08	.881	81.6	1	High
		Private	3.81	1.023	76.2	4	High
2	Exam questions relate to the course	Public	4.00	.876	80	2	High
		Private	3.68	1.355	73.6	5	High
3	The time allotted for answering examination questions is sufficient	Public	3.90	1.044	78	3	High
		Private	3.84	1.214	76.8	2	High
4	Evaluation results are given within a suitable time frame.	Public	3.56	1.191	71.2	6	Medium
		Private	3.84	1.041	76.8	3	High
5	The exam environment is quiet and comfortable, and helps with answering the questions.	Public	3.72	1.127	74.4	5	High
		Private	3.68	1.203	73.6	6	High
6	Test questions range from easy to difficult	Public	3.77	1.039	75.4	4	High
		Private	3.86	1.182	77.2	1	High
Overall		Public	3.83	1.02	76.7	High	
		Private	3.78	1.16	75.7	High	

Table 4-11, the average score of both public and private schools, 3.83 and 3.78 respectively “Evaluation results are given within a suitable time frame” had high satisfaction levels in both public and private schools.

Students' Environment, Means, Standard Deviation, Percentage and Scale Level by Students Year of

No.	Item	Year of Study	Means	Std. Deviation	Percentage	Rank	Level
1	The classrooms are suitable for the number of students.	First	2.67	1.404	53.4	3	Medium
		Second	2.82	1.402	56.4	3	Medium
		Third	3.00	1.400	60.0	1	Medium
2	The number of students in the classroom helps with implementing and teaching modern techniques.	First	2.83	1.308	56.6	1	Medium
		Second	3.18	1.296	63.6	1	Medium
		Third	2.90	1.432	58.0	3	Medium
3	The appropriate teaching methods are available inside the classrooms.	First	2.50	1.532	50.0	5	Medium
		Second	2.50	1.439	50.0	5	Medium
		Third	2.81	1.509	56.2	5	Medium
4	The school environment helps with implementing and teaching modern techniques.	First	2.54	1.503	50.8	4	Medium
		Second	2.86	1.390	57.2	2	Medium
		Third	2.85	1.487	57.0	4	Medium
5	The school environment is suitable for the new curriculum	First	2.29	1.398	45.8	6	Low
		Second	2.18	1.220	43.6	6	Low
		Third	2.65	1.494	53.0	6	Medium
6	Equipment inside the classroom such as projectors work efficiently.	First	2.75	1.482	55.0	2	Medium
		Second	2.77	1.307	55.4	4	Medium
		Third	3.00	1.372	60.0	2	Medium
7	The library has the appropriate sources and	First	2.25	1.511	45.0	7	Low
		Second	2.09	1.411	41.8	7	Low
		Third	2.12	1.231	42.4	7	Low

	references to serve the subject.						
Overall	First	2.54	1.44	50.9	Medium		
	Second	2.62	1.35	52.5	Medium		
	Third	2.76	1.41	55.2	Medium		

In Table 4-12, , the average score of Students Year of study, 2.54, 2.62 and 2.76 respectively “There are no significant variations in the level to which high school students are satisfied with the school environment in relation to the teaching and learning of national social studies.

Table Students’ Activity, Means, Standard Deviation, Percentage ١٣-٤ and Scale Level by Students Year of Study

No.	Item	Year of Study	Means	Std. Deviation	Percentage	Rank	Level
1	The activities help students cooperate with each other.	First	4.13	1.116	82.6	1	High
		Second	4	0.816	80	3	High
		Third	4.21	0.848	84.2	2	High
2	The activities taken in class are relevant to the lesson’s objectives	First	3.67	1.049	73.4	6	Medium
		Second	3.64	0.902	72.8	6	Medium
		Third	4.13	0.95	82.6	3	High
3	The required materials and tools are available to carry out the activities.	First	2.21	1.532	44.2	9	Low
		Second	2.86	1.246	57.2	9	Medium
		Third	2.33	1.368	46.6	9	Low
4	The exercises provide the students with new and interesting information.	First	3.92	0.717	78.4	4	High
		Second	3.77	0.813	75.4	5	High
		Third	3.90	0.913	78	5	High
5	The activities help the student consolidate the scientific material	First	3.88	0.612	77.6	5	High
		Second	3.86	0.71	77.2	4	High
		Third	3.73	0.972	74.6	6	High

6	The activities equipped the student with problem solving skills.	First	4.08	0.83	81.6	2	High
		Second	4.09	0.684	81.8	2	High
		Third	4.37	0.658	87.4	1	High
7	The activities are written in a clear and accessible language.	First	4.04	0.464	80.8	3	High
		Second	4.14	0.351	82.8	1	High
		Third	4.08	0.763	81.6	4	High
8	The activities stimulate the students' thinking and develop their mental skills.	First	3.17	1.523	63.4	7	Medium
		Second	3.14	1.246	62.8	7	Medium
		Third	3.27	1.27	65.4	7	Medium
9	The activities are related to the student environment.	First	2.88	1.262	57.6	8	Medium
		Second	3.14	1.167	62.8	8	Medium
		Third	3.23	1.277	64.6	9	Medium
10	The time allotted for the activities is appropriate	First	2.08	1.018	41.6	10	Low
		Second	2.05	1.09	41	10	Low
		Third	1.71	0.936	34.2	10	Low
Overall		First	3.40	0.971	68.1		Medium
		Second	3.46	0.90	69.2		Medium
		Third	3.49	0.99	69.8		Medium

In relation to exercise and activities for teaching and learning national social studies, there is an overall medium impact in all the grades in high school. The average arithmetic means for 1st year is 3.40, 3.46 for 2nd Year and 3.49 for 3rd Year.

Students' Academic contents, Means, Standard Deviation, \bar{x} - s Table
Percentage and Scale Level by Students Year of study

No.	Item	Year of Study	Means	Std. Deviation	Percentage	Rank	Level
1	The textbook content is suitable for the students' mental capacity	First	2.92	1.349	58.4	7	Medium
		Second	3.05	1.430	61	6	Medium
		Third	2.56	1.227	51.2	6	Medium
2	The content is	First	3.17	1.090	63.4	6	Medium

	suitable for all individual differences.	Second	2.95	.785	59	7	Medium
		Third	2.40	1.302	48	7	Medium
3	The new content helps the student to learn new strategies.	First	4.13	.680	82.6	2	High
		Second	3.45	.912	69	4	Medium
		Third	3.50	1.180	70	4	Medium
4	The content is free of scientific, linguistic and spelling errors.	First	4.42	.929	88.4	1	High
		Second	4.23	.922	84.6	1	High
		Third	4.23	1.096	84.6	1	High
5	Contains new experiences for the students.	First	3.83	.917	76.6	3	High
		Second	3.41	1.054	68.2	5	Medium
		Third	3.67	1.133	73.4	2	Medium
6	The content lacks repetitive information.	First	1.79	1.179	35.8	8	Low
		Second	1.64	.953	32.8	8	Low
		Third	1.25	.480	25	8	Low
7	The content encourages interaction inside the classroom.	First	3.67	.963	73.4	4	Medium
		Second	3.68	.780	73.6	2	High
		Third	3.37	1.221	67.4	5	Medium
8	There is variation in presenting the class lesson.	First	3.63	1.173	72.6	5	Medium
		Second	3.55	.963	71	3	Medium
		Third	3.56	1.227	71.2	4	Medium
Overall		First	3.44	1.035	68.9		Medium
		Second	3.24	0.974	64.9		Medium
		Third	3.06	1.108	61.35		Medium

In Table 4-14, The average arithmetic means for all the 8 items compared falls within the Medium level of satisfaction at 3.44 for First Students' 1st-2nd Year, 3.24 for Second Year and 3.06 for Third Year. able Percentage and Scale ,Teaching Methods, Means, Standard Deviation Level by Students Year of study

No.	Item	Year of Study	Means	Std. Deviation	Percentage	Rank	Level
1	The teachers teach the study	First	4.04	0.908	80.8	1	High
		Second	3.55	1.143	71	5	Medium

	materials efficiently and proficiently.	Third	3.98	1.291	79.6	3	High
2	The teachers focus on the important points of the lesson.	First	3.71	1.301	74.2	5	High
		Second	4.14	1.037	82.8	1	High
		Third	4.12	1.149	82.4	2	High
3	The teachers take into account the individual differences between students.	First	3.75	1.189	75	4	High
		Second	4.00	0.976	80	3	High
		Third	3.73	1.157	74.6	5	High
4	The teachers lead the discussion and dialogue within the classroom	First	4.04	1.083	80.8	2	High
		Second	4.09	1.019	81.8	2	High
		Third	4.17	1.167	83.4	1	High
5	Teachers use multiple teaching methods	First	3.42	1.139	68.4	7	Medium
		Second	3.55	1.262	71	6	Medium
		Third	3.62	1.316	72.4	7	Medium
6	The teachers can communicate effectively with students in the classroom.	First	3.92	1.018	78.4	3	High
		Second	3.5	1.058	70	7	Medium
		Third	3.96	1.188	79.2	4	High
7	The teachers use educational methods during the lesson.	First	3.58	1.283	71.6	6	Medium
		Second	3.59	1.26	71.8	4	Medium
		Third	3.63	1.299	72.6	6	Medium
Overall		First	3.78	1.132	75.6		High
		Second	3.77	1.107	75.4		High
		Third	3.88	1.223	77.7		High

As shown in Table 4-15, High satisfaction levels with the teachers and their teaching methods are recorded among the 3rd year students with an arithmetic mean of 3.88, followed by 1st Years, which have a mean of 3.78 and finally, Second Year students with a mean of 3.77.

Table Students' Evaluation methods, Means, Standard Deviation, Percentage and Scale Level by Students Year of study

No.	Item	Year of Study	Means	Std. Deviation	Percentage	Rank	Level
1	The evaluation methods are clear and concise.	First	3.96	0.999	79.2	3	High
		Second	4.18	0.733	83.6	1	High
		Third	3.90	0.995	78	1	High
2	Exam questions relate to the course	First	4.00	0.933	80	2	High
		Second	3.91	0.921	78.2	3	High
		Third	3.81	1.221	76.2	4	High
3	The time allotted for answering examination questions is sufficient	First	4.17	0.917	83.4	1	High
		Second	3.64	1.136	72.8	5	Medium
		Third	3.85	1.161	77	2	High
4	Evaluation results are given within a suitable time frame.	First	3.46	1.285	69.2	6	Medium
		Second	3.68	1.171	73.6	4	High
		Third	3.75	1.064	75	5	High
5	The exam environment is quiet and comfortable, and helps with answering the questions.	First	3.92	1.1	78.4	4	High
		Second	3.45	0.739	69	6	Medium
		Third	3.71	1.304	74.2	6	High
6	Test questions range from easy to difficult	First	3.63	1.173	72.6	5	Medium
		Second	3.95	0.785	79	2	High
		Third	3.83	1.167	76.6	3	High
Overall		First	3.85	1.067	77.1		High
		Second	3.80	0.914	76.0		High
		Third	3.80	1.152	76.1		High

Table 4-16. The results in the table compared the views provided across all grades in the Saudi high schools. a High impact level among the 1st level students average 3.85, , 2nd Years and 3rd Years 3.80. In overall, this variable recorded high satisfaction

Discussion

There are a number of conclusions drawn about the different factors under the impact of the school environment on the teaching of National

Social Studies in Saudi Arabia. The numbers in the classrooms, the teaching methods used, the school environment, and the equipment in the classroom such as the projector are not suitable, and the library sources and references are not the methods for learning National Social Studies. The school environment does not help in implementing teaching using modern techniques. From the data collected in the study, it is evident that the activities are well-designed and implemented but the time designated for these activities is limited.

The textbook content differs substantially from one grade to another and does not take into account all individual differences and students' mental capacity. In addition, it presents students with an opportunity to learn new strategies and contains new experiences for the students. Evaluation methods used when teaching and learning national social studies in high school in Saudi Arabia produce a high impact. Teaching private schools in Saudi Arabia is better than public schools. In terms of the school environment, private schools rank higher than public. the appropriate teaching methods are available inside the classrooms, the teachers are better trained on the new methodology compared to their counterparts in the public schools. In addition, the majority of the students in both schools are satisfied with exercises and activities used for teaching and learning of National Social Studies in Saudi Arabia high schools.

One concludes that students are satisfied with the academic content in National Social Studies in Saudi Arabia. In addition, the students pointed out that there are repetitions in the curriculum. There are a number of items on the students' teaching methods that show variations between the experience in public schools and private ones. The four items in which private schools recorded a high impact and the public ones a medium one reveal this variation. Essentially, this component assesses the quality and effectiveness of the teaching methods. Evidently, there is a variation regarding the effectiveness and quality of teaching in the institutions, whose cause needs to be examined. The satisfaction level indicates that the exam set in national social studies relates to the course and the evaluation results are given within a suitable time frame. There is general satisfaction among the high school students in both public and private concerning the evaluation methods used for national social studies

The data compares the perceptions of the students concerning the school environment across the 10th, 11th and 12th grades in high school. There are no significant variations in the level to which high school students

are satisfied with the school environment in relation to the teaching and learning of national social studies.

In conclusion, one can see that the time allocated for the activities across the 10th, 11th and 12th grades in high school is not appropriate. It needs to be evaluated and an appropriate time frame given.

It is evident that the level of satisfaction with the textbook content falls from Year 1 to Year 3. The First Years appear to be the most satisfied with the textbook content while the Third Years the least. The item with least satisfaction across all the years, among the eight items, is “The content lacks repetitive information” that students in all the grades are satisfied with the teachers and the teaching methods for national social studies in KSA. The evaluation methods used are effective for teaching and learning of national social studies in high school from the viewpoint of first level, 2nd Years and 3rd Years.

Recommendations

1. To improve this aspect of learning and teaching NSS, more time can be allocated to the activities so that learners get more time to practise these activities for better learning.
2. The textbook content must take into account individual differences and students’ mental capacity.
3. Improve teaching public schools in Saudi Arabia.
4. Curriculum developers need to look at the repetitive information in the content that was noted from students from both private and public schools.

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