



RETURNING MATERIALS:

Place in book drop to
remove this checkout from
your record. FINES will
be charged if book is
returned after the date
stamped below.

163
JUN 19 '86 70
JUL 2 '86
50
201 17 '86
7 17 17
AUG 04 '86

163



SOCIAL STUDIES GOALS AT THE INTERMEDIATE-SCHOOL LEVEL
IN SAUDI ARABIA: PRESENT STATUS AND FUTURE NEEDS

By

Abdulrahman M. Al-Shawan

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Teacher Education

1985

ABSTRACT

SOCIAL STUDIES GOALS AT THE INTERMEDIATE-SCHOOL LEVEL IN SAUDI ARABIA: PRESENT STATUS AND FUTURE NEEDS

By

Abdulrahman M. Al-Shawan

The study described social studies teachers', social studies supervisors', principals', and superintendents' perceptions of the level of importance and implementation of selected social studies goals at the intermediate-school level in Saudi Arabia.

To obtain the sample of intermediate-school educators, stratified and cluster sampling techniques were employed. One hundred intermediate schools (male, female, urban, and rural) in Saudi Arabia's five provinces were selected to participate in the study. Responses were obtained from 282 teachers, 42 supervisors, 90 principals, and 6 superintendents.

Major findings of the study were as follows:

1. Among the 421 participants, 145 defined social studies as citizenship transmission, 154 definitions lacked the purpose of social studies, and 122 participants did not define social studies. Accordingly, the purpose of teaching social studies is not clear in the minds of many practicing teachers.

2. Participants perceived all of the selected social studies goals as important and, to a certain degree, emphasized their

implementation. Therefore, this finding revealed the need to include additional goals in the social studies curriculum. Among the 41 goals used in the study, only 13 goals were stated in the curriculum guide as the intermediate-school social studies goals. In general, goals that were Islamic oriented received higher ratings than other goals. This confirms the strong linkage between religion and education. The correlations between importance and implementation for all goals were positive, ranging from .29 to .65. The t-tests and ANOVAs that were conducted to detect significant differences between and among groups revealed some significant differences, especially between males and females.

3. Respondents generally agreed about the importance of social studies in relation to other school subjects, making it fourth, preceded by religion, Arabic and mathematics, and followed by English, science, physical education, and art (drawing and sketching).

4. Most participants indicated that the problems listed in the instrument with regard to goal implementation do exist in Saudi schools. Lack of in-service education was ranked by participants as the major problem they feel hinders social studies teachers from implementing goals. Furthermore, some respondents cited other problems, as well.

Copyright by

ABDULRAHMAN M. AL-SHAWAN

1985

Dedicated to the memories of my father
and my brother Abdulmohsen

ACKNOWLEDGMENTS

A large debt of gratitude is due to the educators who participated in the study, for their invaluable contribution to the study. Special gratitude is extended to all administrators at King Saud University, the Ministry of Education, and the General Directorate of Girls' Education, whose cooperation made the study possible.

I wish to express special appreciation and gratitude to the following people:

Dr. Charles Blackman, the dissertation supervisor and chairman of my graduate committee, for his effective supervision, encouragement, and constructive suggestions, without which the study would not have been possible.

Dr. William Joyce, the dissertation coordinator, who was never too busy to listen and help. His guidance and advice contributed much to the success of the dissertation.

Dr. Paul Slocum, member of the doctoral committee, for his interest and constructive suggestions, which aided in the completion of the dissertation. His comments were a valuable contribution.

Dr. Richard Gardner, member of the doctoral committee, for his willingness to participate and to offer advice throughout the study. His encouragement made the study possible.

Dr. John Lopis, who served for a short time as advisor and chairman of the committee before he left Michigan State University.

Dr. Stanley Wronski, for his valuable comments and constructive criticism on Chapters II and III of the dissertation.

Drs. Dave Solomon and Khalil Elain, for their assistance in the design, computer programming, and statistical analysis of the study.

Most important, I am indebted to my mother, my wife, and my children. Their love, patience, and understanding not only made the task easier but provided a stimulus throughout the entire doctoral program.

Finally, I am grateful for the moral support I received from relatives, colleagues, and friends in Saudi Arabia and in the United States.

TABLE OF CONTENTS

	Page
LIST OF TABLES	ix
LIST OF FIGURES	xiii
Chapter	
I. INTRODUCTION	1
Statement of the Problem	1
Rationale for and Importance of the Study	2
Need for the Study	3
Purposes of the Study	4
Research Questions	4
Definitions of Terms	5
Delimitations of the Study	6
Limitations of the Study	7
Overview of the Study	7
II. REVIEW OF RELATED LITERATURE ON EDUCATION AND THE SOCIAL STUDIES CURRICULUM IN SAUDI ARABIA	9
Introduction	9
Education in Saudi Arabia	9
Introduction	9
The Country	10
The Educational System in Saudi Arabia	11
The Philosophical Base of Education in Saudi Arabia	11
Development of Education	13
Education of Girls	13
Structure of the Educational System	16
The Social Studies Curriculum in Saudi Arabia's Intermediate Schools	16
Social Studies Goals in Saudi Arabia	17
Social Studies Status in Saudi Arabia	19
Social Studies Textbooks	21
Teaching Methods	24
Summary	25

	Page
III. REVIEW OF LITERATURE	27
Introduction	27
Definitions and Conceptual Frameworks of Social Studies	27
Definitions of Social Studies	28
Conceptual Frameworks of Social Studies	31
The Joyce Dimensions	31
The Brubaker Position	33
The Barth and Shermis Traditions	33
The Thomas and Brubaker Dimensions	35
The Brubaker, Simon, and Williams Framework	37
The Concepts of Citizenship and Citizenship Education	40
Definitions, Characteristics, and Implications of Citizenship Education	42
Approaches to Citizenship Education	47
Goals and Objectives for the Social Studies	48
Related Studies	54
Summary	56
IV. RESEARCH PROCEDURES	57
Introduction	57
Population	57
Sampling Procedures	58
Instrumentation	59
Translation of the Instrument	62
The Pilot Study	63
Questionnaire Distribution and Data Collection	63
Statistical Procedures Used in the Study	64
V. PRESENTATION AND ANALYSIS OF DATA	67
Introduction	67
Demographic Characteristics of the Respondents	68
Gender	69
Age	69
Province	70
Present Role Responsibility	71
Nationality	71
Type of Community	72
Years of Teaching Experience	73
Type of Educational Degree	73
Research Question 1	74
Research Question 2	77
Importance and Implementation of Selected Social Studies Goals	78

	Page
Rank Order of Importance and Implementation of the Selected Social Studies Goals	85
Rank Order of All Goal Statements According to Four Demographic Variables	89
Test for Significant Differences Among Participants	90
Correlation Between Importance and Implementation .	98
Discussion of Significant Differences Among Participants in Regard to Research Question 2 . .	98
Research Question 3	101
Research Question 4	102
Social Studies in Relation to Other School Subjects	102
Rank Order of All School Subjects	103
Rank Order of School Subjects According to the Respondents' Professional Roles	104
Discussion of How Participants Perceived the Importance of Social Studies in Relation to Other School Subjects	106
Research Question 5	107
Discussion of Participants' Perceptions of the Identified Problems	111
Summary	111
VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	113
Summary of the Study	113
Summary of Findings	114
Demographic Data	114
Research Question 1	115
Research Question 2	115
Research Question 3	116
Research Question 4	117
Research Question 5	118
Conclusions	119
Recommendations for Implementation and Further Research	121
Recommendations for Implementation	121
Recommendations for Further Research	124
APPENDICES	125
A. COVER LETTER AND ENGLISH AND ARABIC VERSIONS OF THE QUESTIONNAIRE	126
B. CORRESPONDENCE	154

	Page
C. TABLES OF RANK ORDER OF GOAL STATEMENTS, ACCORDING TO DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS	159
D. GRAPHS OF FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPONSES FOR EACH GOAL STATEMENT	173
BIBLIOGRAPHY	215

LIST OF TABLES

Table	Page
1. Statistical Summaries of Student-Enrollment Developments in the Ten Years from 1972/73 Through 1981/82 . .	14
2. Geographical Areas, Educational Districts, and Cities of the Sample Members	60
3. Frequency and Percentage of Delivered and Returned Questionnaires	66
4. Frequency and Percentage Distribution of the Sample by Gender	69
5. Frequency and Percentage Distribution of the Sample by Age	70
6. Frequency and Percentage Distribution of the Sample by Province	70
7. Frequency and Percentage Distribution of the Sample According to Professional Role	71
8. Frequency and Percentage Distribution of the Sample by Nationality	72
9. Frequency and Percentage Distribution of the Sample by Type of Community	72
10. Frequency and Percentage Distribution of the Sample by Years of Teaching Experience	73
11. Frequency and Percentage Distribution of the Sample by Type of Educational Degree Held	74
12. Raw Chi-Square, Significance Levels, and Degrees of Freedom for Social Studies Definitions	77
13. Frequency and Percentage Distribution of Responses to the Social Studies Goals on a Five-Point Scale	79

	Page
14. The Ten Social Studies Goals That Received the Greatest Number of Ratings as "Very Important"	86
15. The Seven Social Studies Goals That Were Reported to Be Very Often or Often Implemented by More Than 300 Respondents	87
16. Rank Order for All Goal Statements From Very Important to Very Unimportant, and From Very Often to Never, as Perceived by the Participants in the Study	88
17. Results of T-Test of Significance Based on Comparison of Males' and Females' Perceptions of the Importance of the Selected Social Studies Goals	91
18. Results of T-Test of Significance Based on Comparison of Male and Female Participants' Perceptions of the Implementation of the Selected Social Studies Goals . .	92
19. T-Test of Significance Based on Comparison of Urban and Rural Participants' Perceptions of the Importance of the Selected Social Studies Goals	94
20. ANOVA Test of Significance Based on Comparison of How Participants in the Five Provinces Perceived the Implementation of the Selected Social Studies Goals . .	95
21. ANOVA Test of Significance Based on Comparison of How Participants in Different Roles Perceived the Importance of the Selected Social Studies Goals	96
22. ANOVA Test of Significance Based on Comparison of How Participants in Different Roles Perceived the Implementation of the Selected Social Studies Goals	96
23. Correlation Between Importance and Implementation of All Selected Goals, as Perceived by All Participants .	99
24. Frequency and Percentage Distribution of How Participants Ranked Social Studies in Relation to Other School Subjects	103
25. Rank Order, Means, and Standard Deviations of All School Subjects, as Perceived by the Participants . . .	104
26. Rank Order, Means, and Standard Deviation of All School Subjects According to the Respondents' Professional Roles	105

	Page
27. Rank Order, Frequency, and Percentage Distribution of How Participants Perceived the Identified Problems . .	109
C1. Rank Order for All Goal Statements From Very Important to Very Unimportant, and From Very Often to Never, as Perceived by Males	160
C2. Rank Order for All Goal Statements From Very Important to Very Unimportant, and From Very Often to Never, as Perceived by Females	161
C3. Rank Order for All Goal Statements From Very Important to Very Unimportant, and From Very Often to Never, as Perceived by Urban Participants	162
C4. Rank Order for All Goal Statements From Very Important to Very Unimportant, and From Very Often to Never, as Perceived by Rural Participants	163
C5. Rank Order for All Goal Statements From Very Important to Very Unimportant, and From Very Often to Never, as Perceived by Teachers	164
C6. Rank Order for All Goal Statements From Very Important to Very Unimportant, and From Very Often to Never, as Perceived by Supervisors	165
C7. Rank Order for All Goal Statements From Very Important to Very Unimportant, and From Very Often to Never, as Perceived by Principals	166
C8. Rank Order for All Goal Statements From Very Important to Very Unimportant, and From Very Often to Never, as Perceived by Superintendents	167
C9. Rank Order for All Goal Statements From Very Important to Very Unimportant, and From Very Often to Never, as Perceived by Eastern Province	168
C10. Rank Order for All Goal Statements From Very Important to Very Unimportant, and From Very Often to Never, as Perceived by Central Province	169
C11. Rank Order for All Goal Statements From Very Important to Very Unimportant, and From Very Often to Never, as Perceived by Western Province	170

	Page
C12. Rank Order for All Goal Statements From Very Important to Very Unimportant, and From Very Often to Never, as Perceived by Northern Province	171
C13. Rank Order for All Goal Statements From Very Important to Very Unimportant, and From Very Often to Never, as Perceived by Southern Province	172

2

LIST OF FIGURES

Figure	Page
1. Purpose, Method, and Content of Three Social Studies Traditions	36
2. NCSS Curriculum Guidelines and Their Implications for Citizenship Education	45
3. Map of the Kingdom of Saudi Arabia	61

CHAPTER I

INTRODUCTION

Statement of the Problem

Educational goals reflect the values of a society. Every educational goal statement reflects the judgment of some person or group as to what is good and what is bad, what is true and what is false, what is accepted and what is rejected, and what is applicable and what is irrelevant. Educational goals constitute the cornerstone and the starting point of any educational experience. Furthermore, the content and method of teaching any subject are usually determined in accordance with such goals.

Saudi Arabia's educational goals are derived from Islamic values. Social studies goals at the intermediate-school level in Saudi Arabia reflect the intention to educate the new generation on the basis of Islamic values, with some emphasis on what serves the best interests of the country. However, the present intermediate-school social studies goals lack specificity and clarity. Often, they are broadly stated. Not enough specific attention has been given to social studies curriculum in general and goals in particular. Therefore, the present study is an attempt to describe the present status of social studies at the intermediate-school level in Saudi Arabia, using responses elicited from selected groups of Saudi educators.

The study is concerned with selected social studies goals of the intermediate-school system in Saudi Arabia. An examination of the related literature revealed that the stated goals for teaching social studies (history and geography) in the country are general and ambiguous. In her thesis, Al-Sabagh (1981) concluded that the present goals for teaching history at the intermediate-school level are broad, general, and lack specificity. Al-Khatim (1977) indicated the need to change the intermediate school's content and teaching methods to achieve the goals for teaching history at the intermediate-school level. Although several researchers have noted the stagnation of the social studies curriculum at the intermediate-school level in Saudi Arabia, the present study is the first attempt to determine the extent to which Saudi social studies teachers and other educators emphasize the importance of selected goals and the degree to which they are using such goals.

Rationale for and Importance of the Study

By investigating social studies teachers' perceptions of the importance of selected goals, and the degree to which teachers are using these goals, the present investigation should provide a better perception of the status of social studies at the intermediate-school level in Saudi Arabia. Special attention will be given to making recommendations to bring about desirable changes at both the conceptual and applied levels.

Data reported in the study should enable those responsible for curriculum planning and teacher education to be more aware of the

status of social studies at the intermediate-school level in Saudi Arabia in order to implement some desirable changes. The value of the study can be determined on the basis of its contribution to the improvement of the social studies curriculum in Saudi Arabia.

Need for the Study

In Saudi Arabian intermediate schools, the social studies curriculum has suffered from a lack of real change. It is anticipated that the present study will provide important insights into social studies goals at the intermediate-school level in Saudi Arabia, especially because of the absence of previous research of this nature. The investigator was unable to locate studies on the goals of the social studies curriculum in Saudi Arabia. Related research was conducted by Al-Sabagh (1981) and Al-Khatim (1977). However, their studies were confined to goals of the history curriculum. These investigations also were restricted to girls' schools and boys' schools, respectively.

Purposes of the Study

The researcher had five major purposes in undertaking this study:

1. To determine the definition of social studies, as given by social studies teachers, social studies supervisors, principals, and superintendents.
2. To describe and explore the importance of selected social studies goals, as perceived and as rated by social studies teachers,

social studies supervisors, principals, and superintendents; and to determine the level of implementation of these goals, as perceived by the four respondent groups.

3. To identify additional goals that social studies teachers, social studies supervisors, principals, and superintendents believe to be important.

4. To ascertain the rank of social studies in relation to other school subjects at the intermediate-school level in Saudi Arabia, as perceived by social studies teachers, social studies supervisors, principals, and superintendents.

5. To identify the major problems (if any) that may hinder the social studies teacher from achieving his high-priority goals, as perceived by social studies teachers, social studies supervisors, principals, and superintendents.

Research Questions

The following research questions were posed to guide the collection of data in this study:

1. How do social studies teachers, social studies supervisors, principals, and superintendents define social studies, and how do their definitions differ?

2. How do social studies teachers, social studies supervisors, principals, and superintendents perceive and rank selected social studies goals, to what extent do they believe these goals are being

implemented, and how do their rankings and perceptions of the implementation of these goals differ?

3. What additional goals do social studies teachers, social studies supervisors, principals, and superintendents believe to be important?

4. How do social studies teachers, social studies supervisors, principals, and superintendents rank social studies in relation to other school subjects, and how do their rankings differ?

5. What major problems may hinder the social studies teacher from implementing his high-priority social studies goals?

Definitions of Terms

The following terms are defined in the context in which they are used in this dissertation.

Social studies: The interaction of experience and knowledge concerning human relations for the purpose of citizenship education (Barr et al., 1977). At the intermediate-school level in Saudi Arabia, social studies includes geography and history.

Goals: What educators expect students to aspire to and sooner or later achieve (Hass, 1981).

Intermediate school: A public school including the seventh, eighth, and ninth grades.

Social studies teachers: All regular intermediate-school teachers who are in charge of a history or geography class in grades seven to nine.

Citizenship-transmission position: The view that the purpose of social studies is citizenship, which is best promoted by inculcating right values as a framework for making decisions. Transmission of concepts and values depends on conventional methods, such as lecture and recitation. The content is selected by an authority.

Social science position: The view that the purpose of social studies is citizenship, which is best promoted by decision making based on mastery of social science concepts, processes, and problems. The method is discovery and application of methods that are appropriate for each social science. The content is the structure, concepts, problems, and processes of both the separate and integrated social science disciplines.

Reflective-inquiry position: The view that citizenship is promoted by a process of inquiry through which knowledge is gained from what citizens need to know to make decisions and solve problems. The method depends on a reflective process that aims at identifying problems and responding to conflicts by means of testing insights. Needs and interests form the basis for the content of this position.

Delimitations of the Study

1. The writer did not intend to establish a comprehensive list of definitive social studies goals for the intermediate-school level in Saudi Arabia.

2. Conclusions drawn from the findings of the study pertain only to the intermediate-school level in Saudi Arabia. Therefore, the conclusions may not be generalized beyond this level.

Limitations of the Study

1. The respondents were not randomly selected. Rather, cluster and stratified sampling were used to select study participants.
2. The study was limited to an examination of data obtained by means of questionnaires.
3. Limitations related to the instrument were its length and its open-ended questions, which required an average of 45 minutes to complete. Whether respondents took enough time to complete the questionnaire thoroughly was another concern.
4. It is impossible to study the goals or objectives of social studies in an Islamic nation without considering the close relationship between religion and education in an Islamic society. The two are inseparable. Because of these religious and cultural beliefs, the researcher was able to administer questionnaires personally only in boys' schools. Boards of education of the General Directorate for Girls' Education administered the questionnaires in girls' schools.

Overview of the Study

Chapter I included a statement of the problem, the rationale for and importance of the study, the need for and purposes of the investigation, research questions, definitions of key terms, delimitations, and limitations of the study. Chapter II contains a review of related literature on education and the social studies curriculum in Saudi Arabia. A review of the literature related to social studies goals is found in Chapter III. In Chapter IV, the research procedures followed in this study are explained. An analysis of data collected in

the study is contained in Chapter V. A summary of the results, conclusions drawn from the study, and recommendations stemming from the research constitute Chapter V.

CHAPTER II

REVIEW OF RELATED LITERATURE ON EDUCATION AND THE SOCIAL STUDIES CURRICULUM IN SAUDI ARABIA

Introduction

This chapter is organized into two sections: (1) education in Saudi Arabia and (2) the social studies curriculum at the intermediate-school level in Saudi Arabia. The first section is intended to familiarize the reader with the educational system in Saudi Arabia. The second section contains a discussion of representative literature and pertinent research concerning the intermediate-level social studies curriculum in Saudi Arabia.

Education in Saudi Arabia

Introduction

According to the Education Policy of the Kingdom of Saudi Arabia (1978),

The purpose of education is to have the student understand Islam in a correct comprehensive manner; to plant and spread the Islamic creed; to furnish the student with the values, teachings and ideals of Islam; to equip him with the various skills and knowledge; to develop his conduct in constructive directions; to develop the society economically, socially and culturally; and to prepare the individual to become a useful member in the building of his community. (Article 28, p. 10)

The preceding quotation illustrates the strong linkage between and inseparability of religion and education in Saudi Arabia. Any

attempt to describe the goals or objectives of social studies or any other discipline in Saudi Arabia without considering the Islamic religion would be difficult, if not impossible. To enhance the reader's understanding of the study, a brief background of Saudi Arabia and its educational system is provided in the following pages.

The Country

Saudi Arabia is a kingdom in southwestern Asia, with an estimated area of 865,000 square miles (2,240,000 square kilometers). The population, about one-fourth of which is nomadic, was estimated by the Saudi Central Department of Statistics to have been 7,012,642 in 1980 (Encyclopedia Britannica, 1982, Vol. 16, p. 275). In 1983, the population was estimated to be 9,188,000 (Encyclopedia Britannica Book of the Year, 1984, p. 611).

Saudi Arabia became a political entity in 1932 following almost 30 years of regional wars (Al-Sadhan, 1980). Saudi Arabia is one of only two Arab countries without a direct colonial experience (the other is Yemen). As a result, until mid-twentieth century, most of its society, with the exception of the western and, to a lesser extent, the eastern peripheries of Arabia, remained virtually imprisoned in the hinterlands of the Arabian Peninsula (Ibrahim, 1982).

Saudi Arabia constitutes almost four-fifths of the Arabian Peninsula. The hot, dry climate produces temperatures above 120 degrees Fahrenheit in the summer. Winter temperatures drop below freezing in central and northern Arabia, and frosts are fairly common in these regions (Walpole et al., 1971). In much of the kingdom, annual

precipitation averages about three inches. The principal exception to the dry climate is the mountainous Asir region in the southwest corner of Saudi Arabia, where the annual rainfall approaches 20 inches (Wells, 1976).

The Educational System in Saudi Arabia

Article 28 of the Educational Policy of the Kingdom of Saudi Arabia (1978) emphasizes the importance of education in developing the society economically, socially, and culturally and in preparing the individual to become useful in building his community. Recognition of the importance of education stems from the time of the prophet Muhammed (570-632 A.D.), who inspired Moslems to place a high premium on education and stressed the importance of lifelong learning. Massialas and Jarrar (1983) maintained that

Islam placed a very high premium on education. In fact the first verse that was revealed to the prophet Mohammed was "Read, in the name of Thy Lord and Cherisher who created--who taught the use of the pen." From that time on, education and the pursuit of knowledge was a theme that was stressed in the faith, through verses in the Holy Koran, and through the sayings of the prophet. The latter urged Moslems to "seek education from cradle to grave." Another of the famous sayings of the prophet was "seek knowledge, even if it be in China, for the pursuit of knowledge is obligatory for every Moslem, man or woman." These sayings by the prophet reveal two very essential principles of modern education: The concept of lifelong education and that of the democratization of education by making it available to men and women equally. (pp. 8-9)

The Philosophical Base of Education in Saudi Arabia

It is impossible to study education in any Islamic nation without considering the close relationship between religion and

education because the two are inseparable. Saudi educational authorities place strong emphasis on Islamic studies and the Arabic language. Islamic studies and Arabic language constitute a large portion of the school curriculum. In describing this aspect of the curriculum, Massialas and Jarrar (1983) compared Saudi Arabia to other Arab States. They stated:

Saudi Arabia has the highest requirement in Islamic studies and in Arabic with a total of 108 and 113 periods per week, respectively, for the three levels of education, primary, intermediate, and secondary. In other words, 108 instructional periods per week are devoted to Islamic studies in grades 1 through 12. (p. 79)

Wassie (1970) confirmed the strong linkage between education and religion in Saudi Arabia. He stated:

The study of Islamic beliefs is accordingly basic to our educational system since it is through this that the new generations come to understand their duties towards God and man and also become acquainted with their own heritage and glorious past. This may explain why we lay so much stress on the study of Islam and Islamic history in our teaching and in our plans for education. (pp. 24-25)

In describing the general educational principles and philosophy of Saudi education, Towagry (1973) maintained that the instructional system is characterized by an overall philosophy of religious socialization. He further stated:

Religious socialization encompasses two equally crucial aspects: training and indoctrinating of the citizens of the country in the principles and duties required by the religion of all good Moslems, to train and socialize them into the faith of their forefathers and countrymen; and developing academic skills, for the purpose of furthering the objectives of the nation-state in all areas: ultimately to the greater strengthening of a Moslem state. (pp. 5-6)

Development of Education

In 1926, the Directorate General of Education was formed by King Abdulaziz Ibn Saud, with Egyptian advice and assistance. Before 1926, formal education had been conducted entirely according to Islamic tradition, and beyond the elementary level it was available to only a small segment of the male population (Walpole et al., 1971).

Before the General Directorate was formed, traditional education was the dominant type. At the center of the traditional system was the Kuttab, or Koranic elementary school. The curriculum of the Kuttab was based on memorizing the Koran, with secondary emphasis on reading and writing (Lispky, 1959).

The establishment of the Ministry of Education in 1953 marks a new era in the history of educational development in Saudi Arabia. As late as 1955, there were only three secondary schools in the entire kingdom, with a total enrollment of fewer than 3,000 students. The country had no girls' schools at all, and no universities (Ibrahim, 1982). Because of high oil revenues, an impressive growth in the number of students took place, especially after 1972. Table 1 summarizes this educational development.

Education of Girls

The most promising aspect of education in Saudi Arabia is the education of girls. Parssinen (1980) emphasized the importance of education as an element in changing the role of women. He asserted:

Table 1.--Statistical summaries of student-enrollment developments in the ten years from 1972/73 through 1981/82.

Type of Education	Sex	Year									
		1972/73	1973/74	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82
Grand Total	MF	745,894	850,186	977,972	1,057,994	1,143,213	1,219,818	1,329,417	1,452,856	1,550,944	1,682,148
	M	533,994	594,924	667,905	705,327	752,661	798,179	865,689	942,942	979,502	1,043,031
	F	211,900	255,262	310,067	352,667	390,552	421,639	463,728	509,914	571,442	639,117
Kindergarten	M	5,099	6,336	8,460	9,224	9,155	10,299	12,459	13,767	15,670	19,675
	F	3,132	3,831	5,663	6,763	6,883	7,725	10,061	10,681	12,375	15,651
<u>Gen. Education</u>											
Total	M	449,094	493,307	541,266	581,524	624,481	657,608	712,390	766,625	804,846	851,802
	F	198,721	233,338	272,054	308,279	339,436	362,923	394,478	434,413	482,337	536,597
Elementary	M	346,928	380,286	411,194	439,502	459,638	474,639	503,934	536,891	570,406	600,891
	F	174,194	197,448	223,304	246,606	266,425	278,888	298,876	325,369	360,030	397,416
Intermediate	M	78,924	86,247	98,739	107,052	122,428	132,991	149,305	165,107	168,567	176,641
	F	20,518	29,478	38,544	47,817	55,493	64,201	71,037	80,087	88,157	97,362
Secondary	M	23,242	26,774	31,333	34,970	42,415	49,978	59,151	64,627	65,873	74,270
	F	4,009	6,412	10,206	13,856	17,518	20,384	24,565	28,957	34,150	41,819
Teacher Training	M	8,527	9,089	10,834	10,587	9,725	10,135	10,451	10,452	10,097	10,757
	F	5,858	4,927	3,840	4,064	5,618	9,341	10,907	11,434	10,900	8,718
Technical Education	M	1,356	2,180	3,408	4,063	4,548	4,967	5,319	6,224	6,920	7,969
	F	1,343	1,511	1,550	1,550	1,468	1,376	1,408	1,432	1,432	1,519
Special Education	M	229	214	234	254	307	345	431	488	539	677
	F	52,822	61,524	75,051	68,082	69,004	74,818	85,694	103,394	88,935	90,708
Adult Education	M	2,293	10,392	24,622	27,259	30,348	31,211	35,855	38,976	47,168	55,484
	F	10,002	12,936	16,171	21,127	25,019	32,203	33,123	35,068	39,780	43,703
University and Higher Education	M	1,335	1,946	2,922	5,310	7,118	9,115	10,978	12,665	16,472	19,860
	F	5,751	8,041	11,165	9,170	9,261	6,773	4,845	5,980	11,822	16,898
Other	M	332	614	732	738	842	979	1,018	1,257	1,651	2,130
	F										

SOURCE: Educational Statistics of the Kingdom of Saudi Arabia, 1981/82, p. 94.

Parity participation for women in the multiple aspects of modern life is therefore fundamentally dependent upon the provision of access to education. While the availability of education for women may not lead immediately or inevitably to change, its absence definitely precludes this possibility. (p. 154)

The year 1960 marked an important and courageous step in the development of education in Saudi Arabia. In that year, the first girls' school was opened, against the will of Saudi Arabia's arch-conservative religious establishment (Ibrahim 1982). When girls' schools opened, even military protection was necessary. Many people in the "localities concerned believed that education could only 'corrupt' girls and weaken their religious faith" (Massialas & Jarrar, 1983, p. 245).

Hobday (1978) pointed out that when King Faisal began to reform the educational system and to introduce education for girls, the first schools were stoned and the National Guard had to be called out to restore order. Parssinen (1978) credited the late King Faisal with introducing and developing girls' education in Saudi Arabia. He wrote: "Despite the valuable contributions of others, the introduction and development of education for women in Saudi Arabia can be credited in large measure to the enduring interest, commitment, and influence of the late King Faisal" (p. 154).

Tibawa (1972) discussed the implications of the introduction of girls' schools:

A generation ago, state schools for girls were unthinkable; now they are a vigorous reality. The economic and social change alluded to earlier was bound to lead to this development sooner or later. But to use official terminology again, the female education introduced was of a type "compatible with the country's religious position and Arab tradition." (p. 182)

Structure of the Educational System

The educational system in Saudi Arabia provides the following types of instruction (Educational Statistics of Saudi Arabia, 1981-82):

1. Kindergarten
2. General education, which covers three stages: (a) elementary stage (grades 1-6), (b) intermediate stage (grades 7-9), and (c) secondary stage (grades 10-12)
3. Technical education (industrial, commercial, and agricultural)
4. Other types of vocational and technical education (nursing, tailoring, etc.)
5. Teacher training
6. University and higher education
7. Special education
8. Adult education and combating of illiteracy

The Social Studies Curriculum in Saudi Arabia's Intermediate Schools

The social studies curriculum at the intermediate-school level in Saudi Arabia includes history and geography. At the secondary-school level (grades 10-12), the social studies curriculum is expanded to include psychology and sociology, in addition to history and geography. All four disciplines are taught separately as social science subjects.

Two hours per week are allocated to each subject. Most individuals who teach history also teach geography, especially in small

schools. However, the content of each subject is organized separately. The term "social studies" has not been used in or assimilated into the Saudi educational system to denote a professional field of study.

The content of the social studies curriculum in Saudi Arabia comprises government documents and textbooks. These documents and textbooks contain the goals and objectives of social studies programs. Al-Ajroush (1981) maintained that "the content of the social studies program is still fixed, and there is little provision for flexibility" (p. 184).

Social Studies Goals in Saudi Arabia

The social studies curriculum at the intermediate-school level in Saudi Arabia, as stated in the curriculum guide for boys (Ministry of Education, 1971), includes the following goals:

1. Aid in cultivating integrative spiritual, social, sentimental, and intellectual aspects among the youth.
2. Aid in the upbringing of a good citizen with an obligation to Islamic virtues.
3. Bring out the powerful position of Saudi Arabia as the center of the Islamic world and explain the role it has played in serving the Islamic religion throughout several periods, especially the Renaissance.
4. Enlighten students about their country's Islamic and internationally great culture to stimulate them to devote themselves to the service of their country.

5. Develop students' sensitivity toward the society's educational, economic, and social problems and prepare them to participate in solving those problems.

6. Strengthen students to achieve the Islamic aims and goals that promote ideal sentiments among students toward their brothers in Islam, and to stimulate them to become proud of Islam.

7. Develop spiritual, economic, and social cooperation among Islamic and Arabic countries.

8. Bring out Islamic and Arabic issues with emphasis on the Palestinian issue.

9. Arouse Islamic awareness to resist Zionism, imperialism, and destructive ideologies.

10. Bring out the country's natural resources and the importance of its location and emphasize its positive political and economic role in the world.

11. Develop an understanding of the benefit of historical events in order to follow successful experiences and avoid failures.

12. Develop students' abilities to associate reasons with results and to use a scientific approach to thinking, which is based on the discovery of facts and events and the establishment of comparisons.

13. Develop geographical skills.

In reviewing the latest available editions of the six social studies textbooks used in Saudi intermediate schools (Al-Bakri & Aljall, 1978a, 1978b; Ibrahim et al., 1978, 1980a, 1980b; Al-Bakri

et al., 1980), it was found that the authors emphasized the following reasons for teaching social studies:

1. To create active participation in building the Saudi State (citizenship education).
2. To engender pride in students about their nationalism, as well as Islamic unity.
3. To comprehend the greatness and power of God by studying the interaction between human beings and their environment.
4. To connect historical events with the present religious, social, cultural, and political situation, emphasizing an analytic approach.
5. To develop needed skills like map reading.

Social Studies Status in Saudi Arabia

At the intermediate-school level in Saudi Arabia, social studies goals lack clarification, which usually leads to confusion about the purposes of social studies. In describing the possible outcome of such a situation, Price (1968) asserted:

Confusion of purposes of the social studies has led, in some instances, to the teaching of subject fields as ends in themselves, not as resources which can be used to equip students with ways of thinking, feeling, and acting which can enable them to behave more effectively and with greater understanding and satisfaction. In other instances, lack of clarity as to purpose has led to a different kind of problem. History, for example, has been taught as myth for the indoctrination of students in the prejudices of their own communities. Geography has been taught as the listing of places on a map, or the learning of names of physical phenomena, or as a description of foreign places and peoples with emphasis upon long since departed esoteric features. (p. 35)

One of the main problems with Saudi Arabia's social studies curriculum is the failure to put theory into practice. Classroom teachers devote little attention to the practical aspects of social studies. Preston (1968) emphasized the need to link what the child learns with real life. He stated:

If the child is to grasp the importance of what he learns in social studies, he must see how it relates to the rapidly changing world of today. This does not mean that we should exclude study of the past and remote places. It simply means that social studies should form obvious links between those societies studied and the humming world which the child observes about him. (p. 4)

The gap that exists between theory and practice in education in the Arab world (and the social studies curriculum in Saudi Arabia is no exception) was described by El-Ghannam (1980). He maintained that:

Whatever the educational goals may be on paper, the central problem regarding these goals in the Arab States is the gap that separates them from practice. This problem, also reflected in the quantity and quality of the education system's output, was on the agenda of the two regional meetings organized by the UNESCO Regional Office for Education in the Arab States (UNEDBAS), in collaboration with the IBE, in Beirut (1977) and Cairo (1978). The deliberation of these meetings resulted in the identification of the following reasons:

1. As a rule, goals are written in general statements, not in terms of behavioural outcomes.
2. New goals are frequently copied from advanced countries and used as "window-dressing" in an education system, without careful examination of the real need for them, the resources available for implementing them, or the kinds of changes in the forms, tools, materials, and techniques of education that they might require.
3. Objectives are only reflected in the school syllabuses rather than in the totality of the education system with its administration, organization, extracurricular activities, internal and external relations, and school facilities and services. When objectives are adopted they are not accompanied by necessary changes in the educational structures, content and methods, and as a result of this, contradictions and disparities continue to exist between old structures, content and methods and the newly adopted objectives.
4. Educational inputs are usually not commensurate with stated goals and objectives, especially in the poorer countries.

5. A proper evaluation system to check whether these objectives are fully achieved is lacking.

6. Goals are beyond the capability of the formal education system to achieve and fulfill, particularly if they are traditional. Unless other educational resources, i.e., non-formal modes of education, are mobilized to complement the efforts of the formal education system, educational goals will remain slogans.

7. There is a lack of democracy in administering education systems and deciding about objectives and about suitable means for their implementation. The act of translating objectives into educational plans and programmes and specific classroom behaviours will not achieve the desired results if it is not performed in a democratic way involving all those concerned in education at various levels.

The last two points are considered the main factors that could help to close the gap between theory and practice. It is important here to stress that the poor Arab States, with limited potential and resources, need the help of their more affluent sister-States in order to realize their educational objectives. (pp. 63-64)

The reasons El-Ghannam cited for the gap that exists between theory and practice denote the measures that could be taken to help narrow that gap. The third reason goes to the heart of the issue of the present study. The goals and objectives of social studies cannot be effective if they are only reflected in the school syllabuses, rather than throughout the entire educational system.

Social Studies Textbooks

Wesley and Cartwright (1968) described social studies textbooks as one of the most important tools for teaching:

Textbooks perform several very important functions. They provide logical and appealing organizations; they suggest common cores of content; they furnish common bases for the learning of various skills by the pupils; while they seldom blaze completely new trails, they do provide a highway for carrying better practices to all the schools. Their pictures, maps, and other illustrative materials are convenient and usually well integrated with the context. (p. 222)

Palmer (1965) indicated several changes that need to be made in writing social studies textbooks. He pointed out three areas in which improvements are urgently needed. These are:

1. More extensive use of the content of such social sciences as economics, sociology, anthropology, and social psychology
2. More scholarly, up-to-date, accurate, and realistic text materials
3. Frank and direct consideration of controversial issues (p. 167)

At the intermediate-school level in Saudi Arabia, social studies textbooks fail to perform some of the functions described by Wesley and Cartwright. For example, the Saudi social studies curriculum at the intermediate-school level devotes little attention to various skills such as developing reading and writing ability and locating and organizing information from books and other sources. In their present form, social studies textbooks at the intermediate-school level in Saudi Arabia lack several of the important improvements recommended by Palmer (1965).

The content of the intermediate-level social studies textbooks is organized and taught separately. Information on selected events and historical figures is arranged chronologically in history texts. In geography textbooks, a horizon-expansion approach is applied, starting with Saudi Arabia, Arab countries, Islamic nations, and selected countries of Asia, Africa, and America in a sequential arrangement. An exception to this arrangement is the physical geography textbook, which is used in the seventh grade.

The following paragraphs contain a brief description of the content of the social studies curriculum at the intermediate-school level in Saudi Arabia.

History textbooks.--

Seventh grade: Ancient Arabian history and the biography of the prophet Muhammed. Under this title are the following subjects:

1. The ancient history of the Arabian Peninsula and its people
2. The biography of the prophet Muhammed

Eighth grade: Islamic world history. Under this title are the following subjects:

1. The orthodox caliphs
2. The Umayyad, Abbasydis, and other independent caliphates
3. The Moslem struggle against the Crusaders and Mongolians
4. The Islamic civilization and its influence on the European Renaissance and geographical discoveries

Ninth grade: History of the kingdom of Saudi Arabia. Under this title are the following subjects:

1. The Ottoman Empire
2. The Saudi state
3. The Palestinian issue

Geography textbooks.--

Seventh grade: Principles of physical geography. Under this title are the following subjects:

1. The foundations of physical geography: the earth, external surface, climate, natural plants, and animals

2. Application of the study of physical geography to the Arabian Peninsula

Eighth grade: Islamic world geography. Under this title are the following subjects:

1. Arab countries in Asia and Africa
2. Islamic countries in Asia, Africa, and Europe

Ninth grade: Geography of the kingdom of Saudi Arabia and other countries. Under this title are the following subjects:

1. Physical geography of Saudi Arabia
2. Human geography of Saudi Arabia
3. Economic geography of Saudi Arabia
4. Administrative districts of Saudi Arabia
5. The friendly countries of Asia, Africa, Europe, North America, and South America

Teaching Methods

An examination of the intermediate-level social studies textbooks currently being used in Saudi Arabia, as well as a review of the related literature, revealed that Saudi Arabian social studies teachers are not using a wide variety of teaching methods. Al-Ismaeel (1981) concluded that "currently, social studies teachers in Saudi Arabian secondary schools do not employ a wide variety of teaching strategies within their classrooms" (p. 85). Jabar (1981) noted that "the methodology of teaching geography in Saudi Arabia is heavily concentrated on

memorization. The teacher asks the student to memorize the facts and figures, rather than to think critically" (p. 6).

Al-Ajroush (1981) cited the following trends in social studies curriculum and teaching objectives in Saudi Arabia:

Teaching of social sciences no longer depends [only] on presentation of historical, geographical, economic, or social information, separated from each other, but it connects these subjects together and to other school subjects. In this area it is important to rely on the student's personal abilities and skills to assimilate scientific facts and apply them clearly to develop his personality and maintain healthy relations with others as a good citizen.

The sources of knowledge should be different in nature and great in number. Sources should be of the useful kind, and the student should use the greatest possible number of them. These sources include actual sighting, reading of books and handwritten references, pictures, charts, maps, and movie or TV films, which can be very useful if they are well chosen. (p. 148)

It should be pointed out that there may be a contradiction between the conclusions of researchers like Al-Ismaeel (1981) and Jabar (1981), and the statement by Al-Ajroush (1981). Although the 1977 report on progress achieved in curriculum development in Saudi Arabia, which was cited by Al-Ajroush, indicated that social science teaching no longer depended solely on the presentation of historical and geographical facts, Al-Ismaeel and Jabar noted the absence of many new trends in teaching social studies. Such a contradiction confirms the earlier assertion that the Saudi social studies curriculum still suffers from a gap between theory and practice.

Summary

The purpose of this chapter was to familiarize the reader with education in Saudi Arabia. Related literature concerning the geography

of the country, the philosophical base of education, the development of education, education of girls, and the structure of the educational system in Saudi Arabia was discussed.

The second section of this chapter dealt with pertinent literature on the intermediate-level social studies curriculum in Saudi Arabia. Specific topics of concern were social studies goals in Saudi Arabia, social studies status in Saudi Arabia, social studies textbooks, and methods of teaching social studies.

In the next chapter, a review of literature concerning social studies in the United States of America is presented.

CHAPTER III

REVIEW OF LITERATURE

Introduction

The literature reviewed in this chapter is primarily on social studies in the United States. The field of social studies has been researched more extensively in the United States than in any other nation, with the possible exception of the Soviet Union and its satellites. However, it is difficult to gain access to the latter research. Literature related to social studies in Saudi Arabia was already discussed in the second section of Chapter II.

The review of literature in this chapter is organized into three sections: (1) definitions and conceptual frameworks of social studies, (2) concepts of citizenship and citizenship education, and (3) goals and objectives of social studies.

Definitions and Conceptual Frameworks of Social Studies

Worldwide, social studies is perceived as largely an American concept (Mehlinger, 1979, p. 3). The term "social studies" was invented as a label for selections from the social sciences which were organized suitably for the general education of elementary- and secondary-school children and youth (Thomas & Brubaker, 1971, p. 102).

The term "social studies" received its first official sanction in the 1916 report of the Committee on the Social Studies of the National Education Association's Commission on the Reorganization of Secondary Education (Bining & Bining, 1952). That report affected the shaping of social studies in the United States. Cogan (1976) stated:

In 1916, the National Education Association issued a report suggesting a scope and sequence pattern for secondary school social studies instruction which influenced the direction of social studies education until the past decade. (p. 294)

In 1921, social studies was given a more assured status when teachers in the social subjects named their new organization the National Council for the Social Studies. Henceforth, "social studies" became the accepted term by which to designate the school subjects that deal with human relationships.

Definitions of Social Studies

In regard to defining social studies, Kennedy (1979) stated:

It is legitimate to ask how important it is to define the social studies. Is it not simply an academic question to be tossed back and forth between members of the academic community? While this may in fact happen, I would like to suggest that it is a crucial area of thought for the classroom teacher. . . .

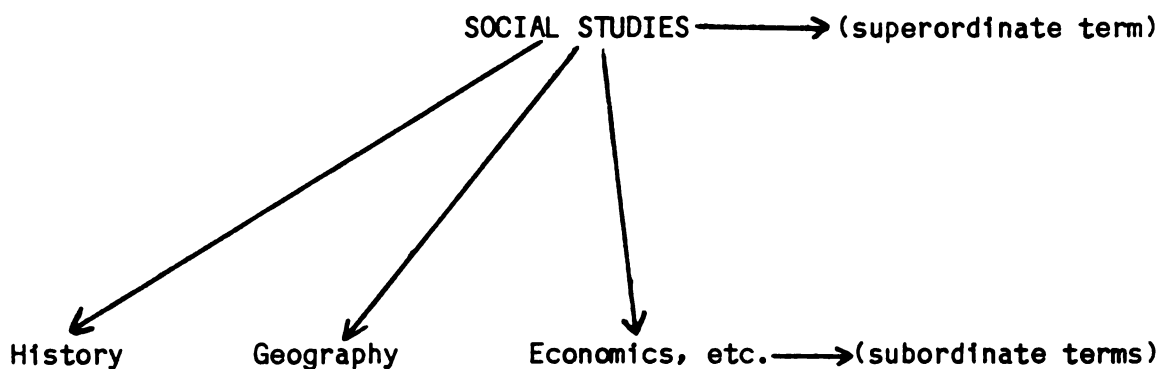
.
The way in which social studies is defined will determine what will be taught in the name of social studies. For example, it is obvious that the classroom following a reflective-inquiry approach will be vastly different from one following the approach of citizenship transmission. In the end, it is the teacher who will define what social studies is in his or her classroom. (pp. 11, 21)

Kennedy believed that the field of social studies is what classroom practice tells us it is, rather than what scholars in the field agree that it is. He argued that any definition of social studies must start with practice rather than theory. In practice,

social studies is generally seen as a number of single disciplines taught either as separate units or in an integrated fashion. Kennedy maintained that:

Social studies as a subject is not an independent body of knowledge but gains its status from the contribution made by specialist [sic] social studies disciplines. . . . In this sense social studies is what I would call discipline-dependent; there is no social studies without inputs from the various disciplines. (p. 10)

Kennedy used the concepts of superordinate and subordinate categories to illustrate his point further, as shown in the following diagram:



What Kennedy suggested is that the social studies have as a baseline the social studies disciplines, sometimes referred to as social sciences.

Unlike Kennedy, Barr et al. (1977) worked from the premise that the field of social studies is what scholars in the field agree that it is. They stated, "On the basis of agreement in the field, it is defensible to talk about a field called social studies" (p. 69). Barr and his co-authors defined social studies as "an integration of

experience and knowledge concerning human relations for the purpose of citizenship education" (p. 69).

According to Wesley and Wronski's (1964) definition, "the term social studies indicates materials whose content as well as aim is predominantly social. The social studies are the social sciences simplified for pedagogical purposes" (p. 3).

Wronski (1976) distinguished between definitions of social sciences and of social studies. He wrote:

The social sciences are foundations of the social studies in three distinctive ways. First, the social sciences are primary sources of the content of social studies: the concepts, generalizations, and methods of inquiry. Second, the social foundations of curriculum planning in the social studies draw data from the social sciences related to social values, problems, changing conditions and our democratic heritage. Third, the psychological foundations of curriculum planning in the social studies draw from the social sciences related to social processes learning, child development and other psychological methodological aspects of instruction. (p. 4)

In his attempt to synthesize and define social studies, Wronski stated:

In contrast with the social sciences, the social studies are designed primarily for instructional purposes. They include those substantive portions of human behavior as well as those procedural modes of inquiry that have been selected and adapted for use in the schools or other instructional situations. The term social studies indicates materials whose content and aim are predominantly social. The social studies utilize the substantive and procedural aspects of the social sciences for pedagogical purposes. (p. 7)

Shaver (1967), on the other hand, viewed social studies as

. . . that part of the school's general education program which is concerned with the preparation of citizens for participation in a democratic society. Social studies is not, then, simply an offshoot of social science with content to be dictated by the interests and desires of academicians in the social sciences and history. (p. 589)

As evidenced by the foregoing attempts to define social studies, lack of agreement among educators existed. In this regard, Engle (1980) identified three main reasons for the lack of agreement among educators concerning social studies definitions. The first reason is the ambiguity regarding social studies goals; the second is the lack of clarity in the relationship between social studies and social sciences; the final reason is the lack of distinction among educators between the role of scholarship and the role of teaching.

Conceptual Frameworks of Social Studies

In the past two decades, several classifications of social studies goals have appeared in the literature. Various such models are discussed in the following pages.

The Joyce Dimensions

In 1965, Joyce classified the goals of social studies into three dimensions: (1) humanistic education to help the child comprehend his experience and find meaning in life, (2) citizenship education to prepare each child to participate effectively in the dynamic life of his society, and (3) intellectual education to help the child acquire the analytical ideas and problem-solving tools developed by social science scholars. Joyce maintained that the three objectives are compatible and that educational activities can be designed to achieve all of the goals concurrently, even though, in the past, activities in the three areas have often been irrelevant and conflicting. Joyce stated:

The tools for accomplishing the three-fold objectives reside in the social sciences. As we help the child to learn the tools of social, economic and political analysis prevailing in the social sciences, we also help him to examine the social world about him, lead him to face social problems, and help him to comprehend his experience. As he grows in ability to apply the concepts of social science to his own experience and to contemporary society, his social world will become more comprehensible to him and he will be better able to participate rationally as a citizen. (p. 3)

Later, Joyce (1972) published a second statement that incorporated many ideas from his earlier work. In the second statement, Joyce substituted social education for citizenship education and replaced humanistic education with personal education. He also maintained that the three dimensions he formulated are compatible with the activities designed to teach the social studies. Joyce highlighted the three dimensions as follows:

Intellectual education: To identify and solve social problems, a person must know how to use the analytical ideas and problem-solving tools developed by scholars in the social sciences.

Social education: The content and procedure involved in the social studies can prepare a child to participate effectively in his society.

Personal education: Through exploring culture, society, and the individual, a child can come to comprehend his experience and find meaning in it.

Joyce maintained that the purpose of intellectual education is to introduce children to the social scientist's mode of thinking. He argued that a social studies curriculum concerned only with citizenship or with the current life experience of the child cannot fulfill the

school's intellectual character. According to Joyce, the purpose of social education is to prepare citizens who can perpetuate and improve their society, whereas the purpose of personal education is to help the child sort out the confusion of the social world and thus find meaning for and comprehend his life.

The Brubaker Position

In 1967, Brubaker classified social studies goals into "majority" and "minority" positions. He referred to these two positions, respectively, as citizenship education (good citizenship) and social science inquiry. He stated:

Some consider these goals to be logically compatible; others do not. Those who emphasize good citizenship as the primary goal usually talk about the teaching of values and attitudes; those who see social science inquiry as primary are inclined to deal more with methods of investigation, questioning whether or not values can be taught. (p. xi)

In discussing the two positions, Brubaker maintained that they are inextricably related. He further pointed out that whether critical thinking is compatible with good citizenship depends on the way in which one defines good citizenship:

If it is defined as "a belief in the superiority of the American way of life in all things," it is not compatible with critical thinking. If, on the other hand, it is defined so that free inquiry into even the things that a society values most is welcomed, then critical thinking and good citizenship are logically compatible. (p. 16)

The Barth and Shermis Traditions

Barth and Shermis (1970) maintained that three traditions exist for viewing social studies. The three traditions used by the

authors were (1) citizenship transmission, (2) social science, and (3) reflective inquiry. Although they accepted citizenship as the overriding goal of social studies, the authors still maintained that "as diverse as are the philosophical assumptions of social studies educators, it seems clear that all of them think of the social studies as a means of achieving citizenship" (p. 744). Barth and Shermis believed that although the overriding goal of social studies is to provide a means of achieving citizenship, "within the social studies there have developed three competing traditions which appear to be conceptually distinct and which prescribe three different modes of selecting and organizing content and teaching" (p. 744).

Lantz (1973) described the purpose, content, and method of each tradition identified by Barth and Shermis:

The purpose of "citizenship transmission" is to "inculcate in youth a constellation of culturally approved traits"; the method is a mixture of description and persuasion"; and content is composed of "facts, principles, beliefs, and theories of a consensus of authorities." The purpose of the "social science" tradition is to "acquire knowledge"; the method is to "transmit certain selected concepts from one or more of the social science disciplines"; the content is composed of social science concepts and modes of inquiry. The purpose of the third tradition, "reflective inquiry," is to help students "acquire practice in making decisions which reflect significant social problems and which presently affect them or are likely to affect them"; the method is inquiry, defined as "sensing significant problems and seriously searching for satisfactory answers"; and the content is "whatever is needed to solve a problem." In concluding, the authors maintained that although teachers may incorporate elements of all three traditions, this "indiscriminate mixing" is not necessarily in the best interests of students." (pp. 14-15)

In 1977, Barth and Shermis's three traditions were analyzed in a book entitled Defining the Social Studies by Barr et al. The book's authors distinguished among three social studies traditions, using the

following figure (Figure 1) to illustrate the purpose, method, and content of each tradition.

Shaver (in Barr et al., 1977) asserted that "the categories are a means of analyzing, not organizing, the field; once the analysis is done, the major task of organization remains" (p. 116). Fair (in Barr et al., 1977) maintained that "what the Bulletin authors give us is a clarification of the field at present, not relief from further research. Still, clarification itself is an achievement" (p. 106).

The Thomas and Brubaker Dimensions

In 1971, Thomas and Brubaker proposed four dimensions for viewing social studies goals:

1. Reconstructionist versus conservationist

A reconstructionist is a person bent on building a new order based on new educational policies and new programs of social, political, and/or economic action. He focuses primarily on the shortcomings of existing conditions. His commitment is to changing these conditions. The school's social studies program, in his view, is to serve as an instrument of such change. In contrast, a conservationist is a person whose main aim is to keep the major part, if not all, of the status quo intact. His emphasis is on the desirable aspects of the present social order. He has made a commitment not to attempt major changes that would destroy what is essential in the present system of economic, political or social arrangements. (pp. 87-88)

2. Inquiry versus authority

At the extreme of inquiry end of the line, we would find individuals who refuse to accept at face value what anyone tells them is the truth about a social phenomenon. Inquirers are skeptics. They feel they must personally investigate each facet of the issue in order to arrive at a proper answer. They take great pains to define terminology, to formulate questions, to check the validity of data-gathering techniques, to evaluate statistical methods, to phrase conclusions in cautious terms and the like. At the other extreme are individuals who, without question, accept as true what is told them by an "authority." Different individuals place their

	1	2	3
	Social Studies Taught as Citizen- ship Transmission	Social Studies Taught as Social Science	Social Studies Taught as Reflec- tive Inquiry
Purpose	Citizenship is best promoted by inculcating right values as a framework for making decisions.	Citizenship is best promoted by decision making based on mastery of social science concepts, processes, and problems.	Citizenship is best promoted through a process of inquiry in which knowledge is derived from what citizens need to know to make decisions and solve problems.
Method	Transmission: Transmission of concepts and values by such techniques as textbook, recitation, lecture, question and answer sessions, and structured problem-solving exercises.	Discovery: Each of the social sciences has its own method of gathering and verifying knowledge. Students should discover and apply the method that is appropriate to each social science.	Reflective Inquiry: Decision making is structured and disciplined through a reflective inquiry process which aims at identifying problems, and responding to conflicts by means of testing insights.
Content	Content is selected by an authority interpreted by the teacher and has the function of illustrating values, beliefs, and attitudes.	Proper content is the structure, concepts, problems, and processes of both the separate and the integrated social science disciplines.	Analysis of individual citizens' values yields needs and interests that, in turn, form the basis for student self-selection of problems. Problems, therefore, constitute the content for reflection.

Figure 1.--Purpose, method, and content of three social studies traditions. (From Barr et al., Defining the Social Studies. Arlington, Va.: National Council for the Social Studies, 1977, p. 67.)

confidence in different authorities. For some the authority is a parent, for others a teacher or priest or pastor, and for still others a newspaper, book (textbook, Bible, Koran, Upanishad) or technical journal. (pp. 95-96)

3. Social analysis and/or socialization

[Through social analysis] the pupil learns to identify significant social phenomena, to observe them accurately, to define and classify their characteristics, to contrast and compare the classifications, and to draw generalizations and inferences. However, he does not concern himself with which social values are most praiseworthy or which solutions to social problems are the most desirable. [Socialization means] an individual's adopting attitudes and actions approved and encouraged by his society. He becomes a good citizen or worthy member of society. (pp. 99-100)

4. Knowledge and/or action

At one extreme, we have the individual who believes that education is properly an intellectual activity and that the school is not a training center for either present or future activism. At a further point along the scale toward action, we find those people who consider immediate social behavior an essential part of the social studies program. (pp. 105-106)

The Brubaker, Simon, and Williams Framework

Brubaker, Simon, and Williams (1977) proposed a five-position model for analyzing social studies curriculum and instruction. The model is an extension of two previously discussed models, the Brubaker (1967) model and the Barth and Shermis (1970) model. The following series of questions guided Brubaker et al.'s inquiry into the nature of the five-position model:

1. What provision is made for citizenship education?
2. What assumptions are made about the social and intellectual maturity of the pupil?

3. How is the content of the curriculum selected?
 - 3.1. What constitutes the body of knowledge for the curriculum?
 - 3.2. What are the sources of content for the curriculum?
4. How is the content of the curriculum utilized?
 - 4.1. What is expected of teachers in dealing with the content of the curriculum?
 - 4.2. What is expected of students in dealing with the content of the curriculum?
 - 4.3. What is expected of significant others (e.g., professors in academic disciplines, publishers) in dealing with the content of the curriculum?
5. How is evaluation of pupils and teachers with regard to curriculum objectives accomplished? (pp. 201-202)

The Brubaker et al. framework includes the following five positions:

The first position is social studies as knowledge of the past and as a guide to good citizenship. The advocates of this position believe that history should be the major and/or integrating focus of study and that emphasis on sound knowledge and understanding of the past will serve as an effective guide to good citizenship.

The second position is social studies as a student centered tradition. At the heart of this position is the student, who should be nurtured in his natural growth. The learner is viewed as the source of all content in the social studies program. The content of this tradition begins with the personal experience of the student.

The third position is social studies as reflective inquiry. In this position, the emphasis is on process over product and on creating conditions whereby students can inquire into beliefs, values, and

social policies, as well as assess the consequences and implications of possible alternatives.

The fourth position is social studies as structure of the discipline. Support for this approach came from psychologist Jerome Bruner, who asserted that any subject can be taught to any child at virtually any age in some "intellectually honest form."

The fifth position is social studies as socio-political involvement. According to this position, a student can be active as a decision maker in school and outside it, whereas the good teacher is one who facilitates this involvement and is personally active himself.

In 1982, Cherryholmes used an approach similar to the fifth position of the Brubaker et al. framework. His approach focused on discourse and criticism in the social studies classroom. According to Cherryholmes, the purpose of this approach is not to lead to value-free knowledge but instead to analyze and scrutinize existing values with the goal of emancipating individuals from social institutions that are historically and culturally conditioned. He argued that the proper outcome of social studies should not be merely to educate students about social institutions and processes but also to help emancipate them from these institutions' views of the world. He identified the following characteristics necessary for classroom criticism and discourse:

A preliminary set of characteristics necessary for classroom criticism and discourse in the critical mode have been proposed. They include the teacher's commitment to criticism and discourse, the communication of characteristics and norms of discourse to students, the mutual enforcement of the norms of discourse in the classroom, the movement between non-dialectic and dialectic in

classroom interaction, making valid arguments and evaluating the quality of arguments, and searching for alternative interpretations of social phenomena that are critically acceptable. (p. 70)

The Concepts of Citizenship and Citizenship Education

Bayer and French (1965) emphasized the importance of developing good citizenship through education. They wrote:

Certainly one of the most fundamental purposes of any educational system is to enable a society to perpetuate itself. This requires more than a transmission of knowledge and the structure and methodology underpinning that knowledge. It requires also the development in youngsters of the traits of good citizenship in the most active sense. (p. 341)

The task of educating competent citizens is one of the most important challenges faced by any society. Gross and Zeleny (1958) described the role of citizenship education as follows:

To survive, every society expects the younger generation to learn the ways of that society and to acquire the ability and the will to help that society meet the challenges of the future. More specifically, every society desires to preserve its cultural heritage and to enrich it; it wants its members to share the sacrifices necessary to continue the existence of its institutions, and to participate in ensuring and improving the group welfare. In primitive societies, the individual adjustments to the society's expectancies are learned "naturally" through daily face-to-face communication; but in modern industrial societies formal educational institutions are established to achieve the more complicated "adjustment" required. In either type of society, this process of learning is civic education. In our society it is commonly called education for democratic citizenship. (p. 12)

Citizenship education is a major responsibility of the social studies teacher. Although teachers in all curriculum areas share this responsibility, the nature of the social studies content lends itself uniquely to citizenship education. Brubaker (1967) maintained that "one does not have to read far into the literature concerning social

studies objectives to discover that good or effective citizenship is the primary goal prescribed by most writers" (p. 1).

"Some educators say that citizenship education is the 'overarching goal' of the social studies; others equate citizenship education with the social studies" (Morrissett, 1981, p. 15). Barr et al. (1977) identified four objectives that, if reached, would accomplish the overarching goal of citizenship education. These objectives are:

1. Teaching students about what is called in the liberal arts tradition "the human condition," including knowledge about the past, present, and future.
2. Teaching the skills necessary to process information.
3. Developing values and beliefs.
4. Teaching students to apply what has been learned in active social participation.

Many educators advocate placing the social studies in the center of the school curriculum and consider citizenship education the primary mission and overriding goal of social studies. Bening and Bening (1952) asserted:

It is more important that the adolescent pupil be given training in the principles of citizenship than that he should acquire a comprehensive knowledge of each or all of the social studies. John Dewey, speaking of history in this connection, has rightly said: "Whatever history may be for the scientific historian, for the educator it must be indirect sociology." In other words, the chief purpose of teaching history in the public schools is to train citizens and not to produce scientific historians. (p. 32)

Concurring with the preceding statement, Branson (1981) wrote:

The concept of citizenship, although it generally is considered to be the single most important idea with which the social studies

ought to be concerned, is not one which admits of easy understanding. Therefore students need many opportunities to consider and reconsider the concept. They should be encouraged to examine it from a political science perspective, from a philosophical viewpoint, and from the vantage point of economics; but they also need to consider citizenship in historical perspective. One way to do that--and a method which commends itself for use with students in the upper elementary and secondary years--is the biographical, oral history approach. (p. 531)

In advocating the biographical approach to understanding citizenship, Branson maintained that this approach may be appropriate for the upper-elementary and junior-high-school years for the following reasons:

1. Interest in others and openness to new and different ideas are then at a peak.
2. Voluntary reading is on the increase in those years, cresting usually during the junior high school years. Further, the reading interests of students then are very broad, including biography and social relationships.
3. Research in political socialization shows that a person's basic beliefs and long-lasting political attitudes are in the process of formation during those years. (p. 529)

Definitions, Characteristics, and Implications of Citizenship Education

After defining citizenship as "the rights, responsibilities and tasks associated with governing the various groups to which a person belongs," Turner (1980) identified the following characteristics of citizenship that need to be understood:

1. Citizenship is exercised by young and old alike. It involves decisions, judgments and actions ranging far beyond such adult activities as voting and paying taxes.
2. Citizenship is exercised specifically in relation to governing or managing a group. Thus, while citizenship is an inherent part of human sociability, not all social behavior is citizenship behavior.

3. Citizenship is exercised in many types of groups--including, but not limited to, cities, states and nations. (p. 53)

Turner defined citizenship education as

learning and instruction directed toward the development of citizenship competence" It consists of providing learning experiences and opportunities to help students develop the basic competencies that will enable them to participate effectively and responsibly in process and group governance. (p. 54)

She further identified seven citizenship competencies:

1. Acquiring and using information (competence in acquiring and processing information about political situations).
2. Assessing involvement (competence in assessing one's involvement and stake in political situations, issues, decisions and policies).
3. Making decisions (competence in making thoughtful decisions about group governance and problems of citizenship).
4. Making judgments (competence in developing and using such concepts as justice, ethics, morality and practicality in judging people, institutions, policies and decisions).
5. Communicating (competence in communicating ideas to other citizens, decision makers, leaders and officials).
6. Cooperating (competence in cooperating and working with others in groups and organizations in order to achieve mutual goals).
7. Promoting interests (competence in working with bureaucratically organized institutions in order to promote and protect one's interests and values). (pp. 54-55)

In discussing the needs or goals of social studies classes,

Kloes (1982) equated citizenship with living with each other. He

listed the following needs and goals for students:

1. Each student should be respectful.
2. Each student should respect people and property.
3. Each student should understand his or her culture--try to live up to date with the times of prejudice.

4. Each student should be more aware of his or her responsibilities now including punctuality.
5. Each student should feel educated enough to communicate and to prepare for future exposure to society.
6. Each student should gain a respect for law and order.
7. Each student should develop attitudes necessary for understanding people and fostering better human relationships, as well as taking part in the affairs of the local community, state, nation and world. (p. 24)

Dueck (1983) maintained that "most writers and traditions agree that a goal of teaching social studies is that of citizenship education" (p. 15). Dueck described each curriculum guideline of the National Council for the Social Studies (NCSS) and what each guideline may imply for citizenship education. These guidelines and their implications are as follows. (See Figure 2.)

Dueck outlined several benefits of applying the aforementioned curriculum guidelines:

1. The curriculum guidelines can provide some notion of where the field of social studies is as a curriculum area. The guidelines provide a general definition of what social studies is as content, process, and curriculum area.
2. The curriculum guidelines provide a scale of measurement against which a state, school, or individual teacher-made social studies program may be assessed.
3. The curriculum guidelines provide direction to teachers in the planning and implementation of social studies programs in classrooms.
4. The curriculum guidelines provide directions to curriculum writers for the conceptualization of valid and useful curriculum material, including media as well as print.

NCSS Curriculum Guidelines

1. The social studies program should be directly related to the age, maturity, and concern of students.
2. The social studies program should deal with the real world.
3. The social studies program should draw from currently valid knowledge representative of human experience, culture, and beliefs.
4. Objectives should be thoughtfully selected and clearly stated in such form as to furnish direction to the program.
5. Learning activities should engage the student directly and actively in the learning process.

Implication for Citizenship Education

In preparing for future citizenship responsibilities, students need to experience opportunities for self-analysis, making choices, coming to decisions and living with the consequences of their decisions. Our role as teachers is to attempt to "tailor" the curriculum to fit more closely the students we teach.

A program must build upon real world social issues, both in school and out of school, and provide opportunities for students to examine the present conditions, potential future conditions, and problems.

A program should draw upon all the social sciences. The program should represent some balance between the immediate social environment of students and the larger social world. A balanced approach to the study of knowledge will prepare students to be better citizens in the future.

The knowledge, abilities, values and social participation objectives should be represented in all social studies programs. Classroom instruction should enable students to grasp goals clearly: what is to be learned at the moment and how this learning fits into long-range preparations for the future.

Careful choice of a wide range of rich learning experiences appropriate to the objectives of the social studies program can do much to further the goal of citizenship in all social studies classrooms. Activities should include formulating hypotheses and testing them by gathering and analysing data; they should

Figure 2.--NCSS curriculum guidelines and their implications for citizenship education. (From Dueck, 1983, pp. 16-19.)

NCSS Curriculum GuidelinesImplication for Citizenship Education

- also include using knowledge, examining values, communicating with others and making decisions about social and civic affairs.
6. Strategies of instruction and learning activities should rely on a broad range of learning resources.
To achieve the goal of citizenship, a social studies program requires a wealth of appropriate instructional materials. This means that no one textbook can be considered sufficient as a basis for a social studies program designed to prepare citizens who will be expected to use a variety of sources of information to make decisions in their future lives.
 7. The social studies program must facilitate the organization of experience.
This means that social studies programs should be organized and sequenced so that students are able to discern some logic, some further linkage, and some predictability in what it is they are learning. Again, this is a very useful skill to learn as a child and to be applied later in adult life in the making of decisions related to personal and public issues.
 8. Evaluation should be useful, systematic, comprehensive, and valid for the objectives of the program.
By finding out what students have learned in content, values, and skills, we are able to determine what has been accomplished in our social studies program. It is also useful for future citizens to understand the function evaluation takes in decision making. By evaluating their own decisions, values, and actions, students will be able to determine whether a task has been accomplished.
 9. Social studies education should receive vigorous support as a vital and responsible part of the school program.
How can citizenship education be nurtured and sustained if the opportunity for training is not provided as part of the regular curriculum? It is with this concern in mind that curriculum guideline number 9 was stated by NCSS.

Figure 2.--Continued.

5. The curriculum guidelines can be used as a basis for goal-setting and team-planning for a social studies program by a group of social studies teachers at a grade level, and at a school or school system level.
6. The curriculum guidelines can be shared with local social studies supervisors, consultants, and politicians as a useful description of the social studies. The descriptive guidelines can assist not only in providing a conceptualization of social studies but can also answer queries as to how schools can fulfill a legitimate role in citizenship education. (pp. 19-20)

Approaches to Citizenship Education

Dynneson and Gross (1982) maintained that the original purposes of citizenship education were to meet the socio-civic needs of children growing up in a democratic society and to help sustain that society. They identified the following eight approaches to citizenship education:

1. **Citizenship as Persuasion, Socialization, and Indoctrination.** This approach is based on the assumption that children need to be taught the perceived norms and values of their society and culture.
2. **Citizenship as Contemporary Issues and Current Events.** This approach is based on the assumption that in order to become effective and concerned citizens, students must participate in studying the contemporary issues of their times.
3. **Citizenship as the Study of American History, Civics, and Geography and Related Social Sciences.** The underlying assumption of this approach is that students will become "good citizens" through the accumulation of factual information pertaining to the setting, history, process of government, and the American economic system. This approach is characteristic of the secondary social studies curriculum throughout the United States. Courses associated with this approach tend to be survey types of courses.
4. **Citizenship as Civic Participation and Civic Action.** This approach is based on the assumption that "good citizens" are capable of participating directly in the affairs of adult society. While this approach includes classroom instruction,

it is an approach that expects students to use the community as a classroom.

5. **Citizenship as Scientific Thinking.** The basic underlying assumption of this approach is that students should be trained in certain intellectual processes and procedures in order to help them assume the responsibilities of effective citizenship.
6. **Citizenship as a Jurisprudence Process.** This approach is based on the assumption that traditional constitutional and legalistic processes hold the key to successful citizenship in a democratic society.
7. **Citizenship as Humanistic Development.** This approach is based on the assumption that citizenship education rests on the growth and development of healthy and well-adjusted children. This is a "holistic" approach that goes well beyond the social studies curriculum. The broader implications of this approach can be seen in the addition of all kinds of specialists and particular programs that have been added to the public schools.
8. **Citizenship as Preparation for Global Interdependence.** This approach reflects the growing concerns about over-nationally centered programs that tend to neglect the growing world-wide needs, links, and responsibilities of humankind. It also recognizes the dangerous depletion of resources on a global scale, as well as the threat of nuclear devastation to all peoples. (pp. 231-33)

Goals and Objectives for the Social Studies

The values of any society constitute the framework and the cornerstone for any goal statement. This concept was best expressed by Price (1969), who asserted that

goals reflect the values in any society. Every statement of educational purposes reflects the judgment of some person or group as to what is good and what is bad, what is true and what is false, what is ugly and what is beautiful, what is valuable and what is worthless in the conduct of human affairs. (p. 33)

Brandt and Tyler (1983) argued that schools should spend valuable instructional time only on high-priority learnings. They stated,

Whether planning for one classroom or many, curriculum developers must have a clear idea of what they expect students to learn. Establishing goals is an important and necessary step because there are many desirable things students could learn--more than schools have time to teach them--so schools should spend valuable instructional time only on high priority learnings. (p. 40)

Tyler (1949) suggested that there are three sources of objectives for curriculum development: (1) the nature of the learners, (2) studies of contemporary life outside the school, and (3) suggestions about objectives from subject specialists. He asserted that the objectives should pass through two screens--philosophical and psychological.

Massialas and Hurst (1978) defined goals as

broadly stated outcomes of teaching and learning that describe the positive results of instruction in terms of identifiable changes in pupils' cognitive, affective, and participatory skills. Goals commonly describe the general intent of instruction in terms of subject matter and skills to be learned. (p. 175)

Concerning social studies goals, Kennedy (1979) stated that "the goal is time bound; it will change in tune with changes in society at large. I do not think it is possible to say that there is one particular goal for social studies for all time." He maintained that:

As the community and students are given greater say in curriculum formulation and determination they are bound to affect the way goals for social studies are stated. Yet changing goals will not affect the epistemological base of the social studies; the discipline will simply be used for different purposes. (p. 11)

Martorella (1980) emphasized the importance of the middle school and how it can work as a powerful stage in shaping the student's future. He wrote:

During the years of the middle-grades, a child stands on the threshold of adulthood, eagerly but nervously peering in. There is excitement at the prospect of participation in a wider range of

social roles but at the same time apprehension concerning the eventual costs of such participation. At some point in the middle-grades, children begin the mysterious metamorphosis which will transform them physically and socially in dramatic ways and form much of the shape of their adult lives. (p. 47)

According to Martorella, the main purpose of social studies in the middle grades is:

to promote intellectual growth in students directed toward a well-integrated self and an improved world. It aims to produce students who will seek out the best knowledge available to be at peace with themselves and, in some measure, to improve the lot of the world. (p. 58)

Fraenkel (1980) asserted that "the primary goal of social studies instruction is to provide each student the experience necessary for attainment of the knowledge, skills, and attitudes necessary for becoming an effective and contributing member of a democratic society" (p. 6). He maintained that social studies goals are often classified in terms of general categories and that four commonly cited categories are the following:

1. Knowledge--the acquisition and understanding of specific pieces of information and ideas.
2. Skills--the development of certain abilities in order to use the knowledge that is acquired.
3. Attitudes--the acquisition, development, and acceptance of certain beliefs, interests, outlooks, and predispositions.
4. Values--the acquisition of a number of deeply held commitments, supported when necessary by appropriate action.

According to Bining and Bining (1952), the aims of the social studies are (1) the enrichment and development of the lives of pupils

to the greatest extent of their abilities and powers within their environment and (2) the training of pupils to take their place in a democratic society in such a way as to make their country a better place in which to live. The authors classified these aims into five categories: (1) acquiring knowledge, (2) development of reasoning power and critical judgment, (3) training in independent study, (4) formation of habits and skills, and (5) training in desirable patterns of conduct.

Carr and Wesley (1950) enumerated the following prevalent social studies objectives concerning what students should be taught:

1. To respect the rights and opinions of others.
2. To be skillful in securing, sifting, evaluating, organizing, and presenting information.
3. To assume social and civic responsibility.
4. To act in accord with democratic principles and values.
5. To become a judicious consumer.
6. To understand principal economic, social, and political problems.
7. To learn about vocational activities and opportunities.
8. To understand the interdependence of peoples and groups.
9. To become a happy member of a home.
10. To make intelligent adjustment to change.
11. To get along with individuals and groups.
12. To use basic social-studies skills.
13. To exercise critical judgment.
14. To understand and promote social progress. (p. 1219)

Michaelis (1976) summarized the general goals of any social studies program as follows:

1. To enable students to function effectively as citizens in accord with such values as respect for each individual, equality, justice, and the general welfare.
2. To develop understanding of human interactions and relationships based on data, concepts, and generalizations drawn from the social sciences.
3. To develop thinking, decision making, inquiry, and value processes.
4. To develop and practice individual and group work-study skills appropriate to social studies.
5. To develop the attitudes and skills involved in learning how to learn.
6. To help students understand and reflect on society's values and to develop and clarify personal values.
7. To enable students to participate in activities in society as individuals and as members of groups. (pp. 5-6)

In discussing the dominant rationale for teaching social studies, Hass (1981) stated: "The dominant rationale tends to be a conserving and preserving one designed to socialize the young to the current status quo and to educate students via an extremely restricted and romanticized interpretation of history, politics, etc." (p. 250). He called this pervasive mainstream position "conservative cultural continuity" (CCC). Earlier, Hass (1979) had stated that "a form of the CCC approach probably dominates part of the public school curriculum in every nation-state in existence today" (p. 148).

Barth and Shermis (1980), Barr et al. (1977), and Fair (1981) believed that the purpose of teaching social studies is citizenship education. To achieve this goal, Barr et al. and Fair identified the

following four essential elements: (1) knowledge, (2) values, (3) skills, and (4) social participation.

Engle (1980) distinguished between two goals for teaching social studies: (1) to free the mind of the individual "critical thinking" and (2) to socialize the individual to the circumstances, needs, and opportunities of the society. Engle believed that socialization experiences are appropriate to the lower grade levels but should be replaced at the upper grades with primarily counter-socialization experiences. To illustrate this point, she stated:

It is possible that socialization experiences are appropriate at lower grade levels, but should be replaced at the upper grade levels with primarily counter-socialization experiences. It is possible that transmission of the culture through the telling of stories is quite appropriate for first grade, but should be out of the question for tenth grade when the serious study of social problems is more appropriate. (pp. 6-7)

Egan (1980) argued that the accumulation of knowledge should be the primary aim of social studies and that the formation of attitudes and clarification of values should be considered incidental benefits. He stated,

Our choices and decisions become meaningful the more we know about the contexts in which they exist. Those contexts are enlarged and enriched by appropriate knowledge. Attitudes and values not based on considerable knowledge are merely idle (p. 216).

He further raised the point about the unique status of social studies teachers. He asserted that attitude and value issues are not unique to social studies but influence every area of the curriculum--in the sciences no less than in the humanities.

Related Studies

Joyce and Alleman-Brooks (1980) found that authors of professional textbooks on social studies teaching gave the highest priority ratings to such social studies goals as (1) clarifying and examining students' values, (2) acquiring the experience and knowledge that promote local and national citizenship, (3) acquiring the experience and knowledge that promote global citizenship, and (4) understanding different values and life styles of others.

In a recent study, Joyce et al. (1982) sought to clarify perceptions of the social studies by conducting a survey of teachers, administrators, supervisors, and teacher educators whose major responsibility was social studies instruction in grades K through 9. Their questionnaire was designed to elicit respondents' appraisal of 50 proposed social studies goals for grades K through 9 and their reaction to five discrete definitions of the term "social studies." Analysis of the nature of goals receiving high-priority ratings revealed that teachers, supervisors, and teacher educators expressed a preference for the following goals for grades 7 through 9:

Teachers: Skill development, reflective thinking, personal development, and citizenship.

Supervisors: Skill development, reflective thinking, history, and the social sciences.

Teacher educators: Skill development and reflective thinking.

McTeer et al.'s (1976) study constituted an effort to investigate the level of agreement among four groups--students, parents,

teachers, and administrators--with regard to a particular set of teaching objectives, which included the following:

- A. To enable the student to develop an understanding of various economic systems and the ability to compare them.
- B. To develop in the student a coherent personal and civil code of behavior.
- C. To acquire knowledge of the structure and function of local, state, and national government.
- D. To enable the students to discover and comprehend significant facts, concepts and generalizations from the different social studies.
- E. To provide a systematic study of local needs, resources, and problems.
- F. To develop an awareness of the environmental problems affecting today's world.
- G. To develop in the student an understanding of and respect for other peoples, nations, religions, and cultural heritages.
- H. To develop an appreciation of the accomplishments and cultural contributions of past civilizations.
- I. To acquire an appreciation for the rights, privileges, duties, and responsibilities of American citizenship.
- J. To acquire skills in reading, writing, speaking, and ability to do research.
- K. To develop critical thinking in dealing with information and propaganda.
- L. To develop an appreciation for our culture, heritage, and its many facets. (pp. 3-4)

Subjects in the four groups were asked to rate each of the 12 objectives on the following five-point scale: Very Unimportant, Unimportant, Of Medium Importance, Important, and Very Important. McTeer et al. concluded that:

The general picture, then, is one of polarization between school personnel and those who benefit from the school program. This contrast may be a partial explanation for conflict between the school and those whom it seeks to serve and may also tend to provide a reason for parental discontent. (p. 8)

Summary

The purpose of this chapter was to present a discussion of representative and related literature pertinent to the study. In the first section of this chapter, social studies was defined, and several conceptual frameworks of social studies were discussed. The second section contained a discussion of the concepts of citizenship and citizenship education. Goals and objectives of social studies formed the last section. This discussion of social studies goals will help in thinking about social studies goals in Saudi Arabia. However, the cultural and religious differences between the United States and Saudi Arabia should be taken into consideration.

In the remaining three chapters of the study, research procedures, analysis of the data, and summary, conclusions, and recommendations are presented.

CHAPTER IV

RESEARCH PROCEDURES

Introduction

This chapter on research procedures gives a detailed explanation of how the study was planned and conducted. The research procedures include population and sampling techniques, instrumentation, translation of the instrument, pilot study, questionnaire distribution and data collection, and statistical procedures used in the study.

Population

The population of the study comprised all social studies teachers in the public intermediate schools in Saudi Arabia. According to the latest unpublished statistical summaries for the academic year 1982-83, the total number of social studies teachers in the public intermediate schools in Saudi Arabia was 2,488. Males constituted 54.6 percent of the total (1,359 teachers). Females made up 45.4 percent of the total (1,129 teachers). In addition to social studies teachers, the population included social studies supervisors, intermediate school principals, and superintendents.

According to the unpublished statistical summaries of both the Saudi Arabian Ministry of Education and the General Directorate of Girls' Education (1982-83), there were 166 social studies supervisors

in academic year 1982-83. Ninety-two or 55.4 percent were male, and 74 or 44.6 percent were female. The Educational Statistics of the Kingdom of Saudi Arabia (1981-82) showed that there were 1,442 public intermediate schools in Saudi Arabia when the study was conducted. Accordingly, the total population of principals was 1,442, of whom 951 or 66 percent were males and 491 or 34 percent were females. According to unpublished statistical summaries of both the Ministry of Education and the General Directorate of Girls' Education (1982-83), there were 58 male superintendents in 1982-83.

Sampling Procedures

The study sample was drawn from the population described above. The geographical and administrative division of the country into five provinces--Eastern, Central, Western, Northern, and Southern--was taken into consideration in selecting the sample. The two largest educational districts in each province with regard to the number of teachers were selected to participate in the study. Hence a total of ten educational districts constituted the entire sample of the study, of which five were female educational districts.

In each province, 20 schools--ten male and ten female--were selected to participate in the study. Of these 20 schools, ten were urban and ten were rural. Only schools that were reasonably close (within 100 miles) to the central educational district were selected to participate in the study. To assure a high percentage of return, the researcher distributed the questionnaires to the male participants and collected them personally. Because of religious and cultural beliefs,

questionnaires were distributed in girls' schools through boards of education. A grand total of 100 schools participated in the study.

All social studies teachers and principals in the selected schools were asked to participate in the research. All social studies supervisors and superintendents in the ten selected districts were also requested to participate. Table 2 shows the geographical area, educational districts, and cities of the sample. (See also the accompanying map of Saudi Arabia--Figure 3.) The sample of social studies teachers who participated in the study numbered 282 or 11.3 percent of the total population. Forty-two social studies supervisors participated, or 25.3 percent of the total population. Ninety intermediate-school principals participated in the study--6.2 percent of the total population. Six superintendents took part in the research--10.3 percent of the total population.

Instrumentation

A survey questionnaire was used to gather data in the study. The questionnaire was constructed and partially adapted from a related instrument designed by Joyce and Alleman-Brooks (1980). The instrument contains five major parts. The first part is designed to collect demographic and personal data about the respondents. In the second part, respondents are asked to define the term "social studies." The third and major part of the instrument contains 41 social studies goals, which the respondents are asked to rate in terms of their importance and degree of implementation, using a Likert-type scale

(summative scale). In the fourth part of the instrument, respondents are asked to check the problems, if any, that hinder the teacher from achieving the goals of the social studies curriculum. The final part of the questionnaire asks respondents to rank social studies in relation to other school subjects. In subsequent parts of the instrument, respondents are asked to identify the higher-priority goals and to identify problems not included in the survey instrument. (See Appendix A.)

Table 2.--Geographical areas, educational districts, and cities of the sample members.

Geographical Area	Educational District	City
Eastern Province	1. Educational district (boys) 2. Educational district (girls)	Damman
Central Province	1. Educational district (boys) 2. Educational district (girls)	Riyadh
Western Province	1. Educational district (boys) 2. Educational district (girls)	Jeddah
Northern Province	1. Educational district (boys) 2. Educational district (girls)	Hayel
Southern Province	1. Educational district (boys) 2. Educational district (girls)	Abha

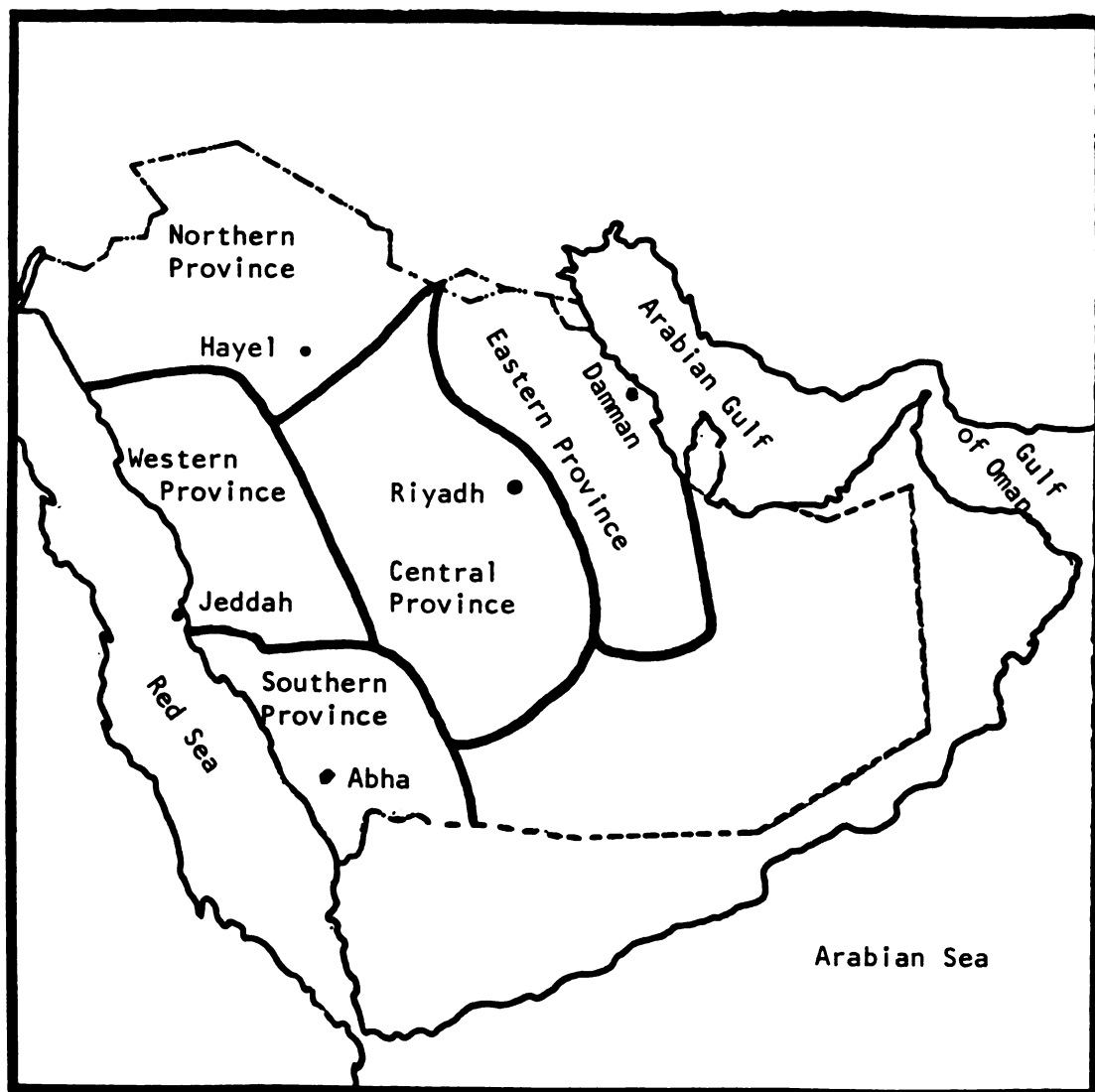


Figure 3.--Map of the Kingdom of Saudi Arabia.
 (From Saudi Arabia, Kingdom of. Facts and Numbers: Achievement of Developmental Planning. Saudi Arabia: Ministry of Planning, 1982. In Arabic.)

Because of cultural and religious differences between Saudi Arabia and the United States, several items from Part 3 of the instrument were judged by the researcher to be unrelated to social studies goals in Saudi Arabia. Therefore, for the present study, these items were deleted from the original instrument developed by Joyce and Alleman-Brooks. The 13 goals identified by the Ministry of Education in Saudi Arabia as the social studies goals for intermediate schools in Saudi Arabia were added to Part 3 of the instrument. The 41 items were randomly ordered in the instrument.

To refine and validate the instrument, a panel of ten professors from the College of Education at Saud University in Saudi Arabia were given copies of the Arabic version of the questionnaire and were asked to critique the instrument with regard to clarity and appropriateness of the concepts and questions. The panelists' candid suggestions for alterations, deletions, and/or additions were considered.

Translation of the Instrument

The researcher translated the original instrument (the English version) into Arabic for use in this investigation. Upon arrival in Saudi Arabia, the researcher submitted copies of both the English and Arabic versions of the questionnaire to a panel of ten professors in the College of Education, Saud University, for necessary corrections. The panel members reviewed the terminology and translation of the English version. Slight changes were suggested by the panel, which the researcher took into consideration. After all copies were collected,

the researcher formulated the final draft of the instrument and conducted a pilot study.

The Pilot Study

To test and improve the research plan before starting the field study, the researcher conducted a pilot study with 20 student teachers from the College of Education, Saud University, who were in the last term of college. The subjects who participated in the pilot study indicated that the instrument was clear and straightforward.

Questionnaire Distribution and Data Collection

Before questionnaires were distributed, the College of Education, Saud University, officially contacted the Ministry of Education and the General Presidency for Girls' Education in Saudi Arabia to grant the researcher permission to conduct his research in all the educational districts he intended to visit. (See Appendix E.) After this permission was officially granted, questionnaires were distributed on October 29, 1983. Questionnaires were distributed in ten educational districts in the five provinces of the Kingdom (Eastern, Central, Western, Northern, and Southern). The sample included 100 schools in both urban and rural areas. All social studies teachers and principals in the selected schools were asked to participate in the research. All social studies supervisors and superintendents in the ten selected districts were also requested to participate.

Two methods were used in questionnaire distribution and data collection. First, the researcher distributed the questionnaires to

the male participants and collected them personally. Second, because of religious and cultural beliefs, questionnaires were distributed in girls' schools through boards of education. The researcher traveled to all five provinces and distributed questionnaires there. The approximate stay in each province was four days. Most of the data from the boys' schools were collected during the first visit. After three weeks, a second visit was made to all provinces to collect the remaining questionnaires. By that time, most of the data were available to the researcher. Later, 42 questionnaires were mailed to the researcher, either in Riyadh or in the United States. In all, 457 questionnaires were distributed. Of that number, 422 were completed and returned and were used for analysis in the study. The total return rate was 92.3 percent.

The questionnaires were distributed to four groups of educators: (1) social studies teachers, (2) social studies supervisors, (3) intermediate-school principals, and (4) superintendents. Table 3 shows the frequency and percentage of distributed and returned questionnaires.

Statistical Procedures Used in the Study

This section focuses on the statistical procedures used in the study. In Chapter V, demographic information about the participants is presented. Responses to various sections of the questionnaire are also presented in terms of frequency distributions, percentages, means, and standard deviations. The questionnaire also offered respondents an opportunity to rank the social studies goals with regard to the degree

of their importance and level of implementation. The frequencies and percentages are graphically presented in Appendix D. Where appropriate, t-tests, analyses of variance, chi-squares, and correlations were used to test for statistically significant differences among the respondent groups. When significant differences were found using analysis of variance, post hoc tests (least significant test--LST) were used to locate significantly different means. Results of these analyses are presented in the following chapter.

Table 3.--Frequency and percentage of delivered and returned questionnaires.

PROVINCE	ROLE																								TOTAL DELIVERED	TOTAL RETURNED	PERCENT
	Superin- tendents		Supervisors				Principals								Teachers												
			Male		Female		Male				Female				Male				Female								
							Urban		Rural		Urban		Rural		Urban		Rural		Urban		Rural						
																							D	RT			
Eastern	2	1	4	4	4	2	5	5	5	5	5	5	5	5	5	5	5	8	8	33	33	12	12	99	96	96.96	
Central	2	1	5	3	11	11	5	5	5	5	5	5	5	5	0	18	18	7	7	31	31	10	4	104	90	86.53	
Western	2	1	4	3	6	6	5	5	5	5	5	4	5	5	5	20	20	8	8	32	32	9	9	101	98	97.02	
Northern	2	2	3	3	3	2	5	5	5	3	5	4	5	5	5	12	11	8	4	9	7	10	9	67	55	82.08	
Southern	2	1	4	3	5	5	5	5	5	5	5	5	5	5	5	19	19	13	13	15	15	8	7	86	83	96.51	
Total	10	6	20	16	29	26	25	25	25	23	25	23	25	20	85	84	44	40	120	118	49	41	457	422	...	...
Percent	100	60	100	80	100	89.65	100	100	100	92	100	92	100	80	100	98.82	100	90.90	100	98.33	100	83.67	100	92.34	...	...

KEY: D = Delivered
RT = Returned

CHAPTER V

PRESENTATION AND ANALYSIS OF DATA

Introduction

The primary purposes of the study, as stated in Chapter I, were:

1. To determine the definition of social studies, as given by social studies teachers, social studies supervisors, principals, and superintendents.
2. To describe and explore the importance of selected social studies goals, as perceived and rated by social studies teachers, social studies supervisors, principals, and superintendents; and to determine the level of implementation of these goals, as perceived by the four respondent groups.
3. To identify additional goals that social studies teachers, social studies supervisors, principals, and superintendents believe to be important.
4. To ascertain the rank of social studies in relation to other school subjects at the intermediate-school level in Saudi Arabia, as perceived by social studies teachers, social studies supervisors, principals, and superintendents.
5. To identify the major problems (if any) that may hinder the social studies teacher from achieving his high-priority goals, as

perceived by social studies teachers, social studies supervisors, principals, and superintendents.

Chapter V presents the data collected in the study and the findings derived from the data analysis. The chapter is composed of six sections. The first contains a description of the demographic characteristics of the respondents. Subsequent sections aim at answering the five research questions posed in the study, as stated in Chapter I.

Demographic Characteristics of the Respondents

In this section, the personal characteristics of the participants are described, in an attempt to enhance the observations made regarding their responses to the questionnaire. As indicated in Chapter III, 457 questionnaires were distributed, of which 422 or 92.3 percent were returned.¹ The demographic characteristics included in the study were gender, age, province, present role responsibility, type of community, nationality, years of teaching experience, and highest educational degree held.

According to the latest unpublished statistical summary for academic year 1982-83, the total population of social studies teachers numbered 2,488; the study sample contained 282 teachers, an 11.3% representation. Ninety principals or 6.2% of the 1,442 principals in the total population participated in the study. The total population of supervisors numbered 166, of whom 42 or 25.3% participated in the

¹One case was missed during the data analysis, so findings are reported on 421 subjects.

research. Finally, of the 58 superintendents, only 6 participated in the study, a 10.34% representation.

Gender

Both sexes were almost equally represented in the study. Of the 421 study participants, 222 or 52.7% were female; 198 or 47% were male. One participant did not respond to this question. Table 4 shows the frequency and percentage distribution of the sample according to gender.

Table 4.--Frequency and percentage distribution of the sample by gender.

Sex	Absolute Frequency	Relative Frequency (%)	Adjusted Frequency (%)
Female	222	52.7	52.9
Male	198	47.0	47.1
No response	1	0.2	...
Total	421	100.0	100.0

Age

The majority of respondents (96%) ranged in age from 20 to 50 years. Nine individuals were over 50 years of age, and eight did not respond to this item. Table 5 shows the frequency and percentage distribution of the sample according to age.

Table 5.--Frequency and percentage distribution of the sample by age.

Age	Absolute Frequency	Relative Frequency (%)	Adjusted Frequency (%)
20-25	105	24.9	25.4
26-30	122	29.0	29.5
31-35	92	21.9	22.3
36-40	37	8.8	9.0
41-45	33	7.8	8.0
46-50	15	3.6	3.6
51+	9	2.1	2.2
No response	8	1.9	...
Total	421	100.0	100.0

Province

The participants came from five provinces in Saudi Arabia.

Table 6 shows the frequency and percentage distribution of respondents according to the province in which they lived.

Table 6.--Frequency and percentage distribution of the sample by province.

Province	Absolute Frequency	Relative Frequency (%)	Adjusted Frequency (%)
Eastern	95	22.6	22.6
Central	90	21.4	21.4
Western	98	23.3	23.3
Northern	55	13.1	13.1
Southern	82	19.5	19.5
No response	1	0.2	...
Total	421	100.0	100.0

Present Role Responsibility

The 421 study participants were members of four role groups: social studies teachers, social studies supervisors, principals, and superintendents. Table 7 shows the frequency and percentage distribution of respondents according to role.

Table 7.--Frequency and percentage distribution of the sample according to professional role.

Role	Absolute Frequency	Relative Frequency (%)	Adjusted Frequency (%)
Social studies teacher	282	67.0	67.1
Principal	90	21.4	21.4
Social studies supervisor	42	10.0	10.0
Superintendent	6	1.4	1.4
No response	1	0.2	...
Total	421	100.0	100.0

Nationality

Seven nationalities were represented in the study. The sample included a majority of Saudis (66%), followed by Egyptians, Palestinians, Syrians, Sudanese, Jordanians, and one Yemeni. Two participants did not indicate their nationalities. Table 8 shows the frequency and percentage distribution of respondents according to nationality.

Table 8.--Frequency and percentage distribution of the sample by nationality.

Nationality	Absolute Frequency	Relative Frequency (%)	Adjusted Frequency (%)
Saudi Arabian	279	66.3	66.6
Egyptian	79	18.8	18.9
Palestinian	19	4.5	4.5
Syrian	15	3.6	3.6
Sudanese	14	3.3	3.3
Jordanian	12	2.9	2.9
Yemeni	1	0.2	0.2
No response	2	0.5	...
Total	421	100.0	100.0

Type of Community

Two types of communities--urban and rural--were included in the study. Although 50 urban and 50 rural schools were represented in the study, urban schools were larger than the rural ones. This fact accounts for the disproportionate representation of participants from urban schools. Table 9 shows the frequency and percentage of sample members according to residence in the two types of communities.

Table 9.--Frequency and percentage distribution of the sample by type of community.

Type of Community	Absolute Frequency	Relative Frequency (%)	Adjusted Frequency (%)
Urban	290	68.9	69.0
Rural	130	30.9	31.0
No response	1	0.2	...
Total	421	100.0	100.0

Years of Teaching Experience

Participants were asked to indicate the amount of teaching experience they had had. Experience categories were as follows: 0-5 years, 6-10 years, 11-15 years, 16-20 years, 21-25 years, and 26 years or more. Table 10 shows the frequency and percentage distribution of respondents according to their years of teaching experience.

Table 10.--Frequency and percentage distribution of the sample by years of teaching experience.

Years of Teaching Experience	Absolute Frequency	Relative Frequency (%)	Adjusted Frequency (%)
0- 5	189	44.9	45.5
6-10	99	23.5	23.9
11-15	62	14.7	14.9
16-20	47	11.2	11.3
21-25	3	0.7	0.7
26+	15	3.6	3.6
No response	6	1.4	...
Total	421	100.0	100.0

Type of Educational Degree

Of the 421 participants, 14 were graduates of a secondary teacher preparation institution, which is the equivalent of a twelfth-grade education. Three hundred eighty had bachelor's degrees. Twenty-one of the respondents had master's or doctoral degrees. The frequency and percentage distribution of all participants, according to highest educational degree held, are shown in Table 11.

Table 11.--Frequency and percentage distribution of the sample by type of educational degree held.

Type of Degree	Absolute Frequency	Relative Frequency (%)	Adjusted Frequency (%)
Secondary institute	14	3.3	3.4
B.A.	372	88.4	89.6
B.S.	8	1.9	1.9
M.A.	17	4.0	4.1
M.S.	1	0.2	0.2
Ph.D.	3	0.7	0.7
No response	6	1.4	...
Total	421	100.0	100.0

Research Question 1

How do social studies teachers, social studies supervisors, principals, and superintendents define social studies, and how do their definitions differ?

In this section, findings concerning the first research question are discussed. Answering this question required classifying participants' definitions of the term "social studies" into one of the following categories:

1. Citizenship transmission
2. Social science
3. Reflective inquiry
4. Incomplete definition
5. No definition

The three traditions of social studies (citizenship transmission, social science, and reflective inquiry) that appeared in Barth et al.'s book Defining the Social Studies (1977) served as a guide for classifying the respondents' definitions. (See page 36 for the

purpose, content, and method of each tradition.) Three key words were employed in classifying respondents' definitions. These words were "purpose," "content," and "method." Any definition that did not state the purpose of social studies was considered incomplete. An example of a typical incomplete definition is the following: "Social studies is history and geography. History deals with places, dates, and events of the past. Geography, on the other hand, deals with land resources and climate." In this definition, neither the word "purpose" nor any of its synonyms were mentioned.

A panel of two social studies educators from the College of Education, King Saud University, and the researcher reviewed 80 questionnaires randomly selected from the 422 total questionnaires. The panel members reached agreement on classification of social studies definitions on 90% or 72 of the 80 selected questionnaires. Definitions given on these questionnaires were classified into three categories: (1) citizenship transmission, (2) incomplete definition, or (3) no definition. No definitions fell into either the social science or reflective inquiry categories.

Because of a lack of time and engagement in other responsibilities, the two social studies educators who helped the researcher classify definitions were not able to assist in classifying the definitions in the remaining 342 questionnaires. This task was left to the researcher, who followed the same procedure mentioned above and completed the classifications. As with the 80 definitions included on the randomly selected questionnaires, these 342 responses fell into one of

three categories: (1) citizenship transmission, (2) incomplete definition, or (3) no definition.

Among the 421 analyzed definitions of social studies, 145 or 34.4% were classified in the citizenship transmission category. One hundred fifty-four or 36.6% were classified as incomplete definitions, and the remainder of the sample members, 122 or 29%, did not respond to the request for a definition of social studies.

Four types of educators were included in the study: social studies teachers, social studies supervisors, principals, and superintendents. When the data for Research Question 1 were examined in terms of the respondents' role categories, it was found that among the 282 social studies teachers, 95 defined social studies as citizenship transmission, 104 provided incomplete definitions, and 83 did not respond to this item. Of the 42 social studies supervisors, 17 defined social studies as citizenship transmission, 18 gave incomplete definitions, and 7 did not respond. Among the 90 principals, 29 provided definitions that were classified as citizenship transmission, 32 gave incomplete definitions, and 29 did not respond to the request for a definition. Only six superintendents participated in the study, of whom four defined social studies as citizenship transmission and two did not respond to the question.

The results presented in this section indicated a high percentage of incomplete or entirely omitted definitions of social studies. Among the 421 participants, 276 or 65.6% either gave incomplete definitions or failed to define the term "social studies."

The high percentage of incomplete and totally lacking definitions of social studies indicated a lack of comprehension of the concept "social studies."

A chi-square analysis was used to test for statistically significant differences among the groups, classified according to demographic characteristics. The critical significance level was $p < .01$. The analysis revealed that no statistically significant differences existed among the groups. Table 12 shows the results of the analysis.

Table 12.--Raw chi-square, significance levels, and degrees of freedom for social studies definitions.

Variable	Raw Chi-Square	Significance Level	df
Gender	0.97087	.3245	1
Nature of professional position or role	4.31616	.2293	3
Type of community	0.01534	.9014	1
Geographical location (province)	8.03305	.0904	4

Research Question 2

How do social studies teachers, social studies supervisors, principals, and superintendents perceive and rank selected social studies goals, to what extent do they believe these goals are being implemented, and how do their rankings and perceptions of the implementation of these goals differ?

Research Question 2 was the major question of the study. It concerns participants' perceptions of the degree of importance and implementation of 41 selected social studies goals, as well as

participants' ranking of the goals in order of importance and implementation. The last parts of this section deal with results of tests of significance between and among respondent groups, correlation between the perceived level of importance and implementation of the selected goals, and a discussion of the findings concerning this research question.

Importance and Implementation of Selected Social Studies Goals

The scale that respondents used to indicate their perceptions of the level of importance and implementation of each goal was a Likert-type scale. To facilitate scoring and tabulation of the responses, a numerical value was assigned to each of the five alternatives on the scale, as follows:

<u>Level of Importance</u>	<u>Level of Implementation</u>
5. Very Important	5. Very Often
4. Important	4. Often
3. Somewhat Important	3. Somewhat
2. Unimportant	2. Little
1. Very Unimportant	1. Never

Table 13 shows the frequency and percentage distribution of responses concerning the 41 selected social studies goals. Examination of the table indicates that at least 300 respondents (71% of the 421 participants in the study) perceived 36 (88%) of the 41 social studies goals to be very important or important. Only Goals 2, 4, 13, 19, and 33 were perceived by fewer than 300 respondents to be very important or important.

Table 13.--Frequency and percentage distribution of responses to the social studies goals on a five-point scale.

Goal Statement	Importance ^a							Implementation ^b						
	VI (5)	I (4)	SI (3)	U (2)	VU (1)	M	Total	V0 (5)	O (4)	S (3)	L (2)	N (1)	M	Total
1. Develop an understanding of the benefit of historical events in order to follow successful experiences and avoid failures.	F 340 R% 80.8 A% 81.3	58 13.8 13.9	17 4.0 4.1	3 .7 .7	... ... ...	3 .7 ...	421 100 100	96 22.8 23.2	125 29.7 30.3	121 28.7 29.3	60 14.3 14.5	11 2.6 2.7	8 1.9 ...	421 100 100
2. Acquire knowledge about public institutions and services they perform.	F 101 R% 24.0 A% 24.5	152 36.1 36.8	112 26.6 27.1	36 8.6 8.7	12 2.9 2.9	8 1.9 ...	421 100 100	22 5.2 5.4	56 13.3 13.7	134 31.8 32.7	126 29.9 30.7	72 17.1 17.6	11 2.6 ...	421 100 100
3. Understand different values and life styles of others.	F 220 R% 52.3 A% 52.9	136 32.3 32.7	50 11.9 12.0	10 2.4 2.4	... ... ...	5 1.2 ...	421 100 100	49 11.6 12.0	139 33.0 33.9	133 31.6 32.4	68 16.2 16.6	21 5.0 5.1	11 2.6 ...	421 100 100
4. Understand problems related to one's daily life.	F 183 R% 43.5 A% 44.6	111 26.4 27.1	88 20.9 21.5	21 5.0 5.1	7 1.7 1.7	11 2.6 ...	421 100 100	47 11.2 11.6	81 19.2 20.0	125 29.7 30.9	98 23.3 24.2	54 12.8 13.3	16 3.8 ...	421 100 100
5. Acquire skills to locate and organize information from books and other sources.	F 220 R% 52.3 A% 53.5	106 25.2 25.8	63 15.0 15.3	17 4.0 4.1	5 1.2 1.2	10 2.3 ...	421 100 100	50 11.9 12.2	75 17.8 18.3	133 31.6 32.5	97 23.0 23.7	54 12.8 13.2	12 2.9 ...	421 100 100
6. Arouse Islamic awareness to resist Zionism, imperialism, and destructive ideologies.	F 386 R% 91.7 A% 92.1	23 5.5 5.5	8 1.9 1.9	2 .5 .5	... ... ...	2 .5 ...	421 100 100	206 48.9 49.5	116 27.6 27.9	60 14.3 14.4	23 5.5 5.5	11 2.6 2.6	5 1.2 ...	421 100 100
7. Bring out Islamic and Arabic issues with emphasis on the Palestinian issue.	F 350 R% 83.1 A% 83.5	62 14.7 14.8	5 1.2 1.2	2 .5 .5	... ... ...	2 .5 ...	421 100 100	192 45.6 46.2	126 29.9 30.3	72 17.1 17.3	23 5.5 5.5	3 .7 .7	5 1.2 ...	421 100 100

Table 13.--Continued.

Goal Statement	Importance ^a							Implementation						
	VI (5)	I (4)	SI (3)	U (2)	VU (1)	M	Total	VO (5)	O (4)	S (3)	L (2)	N (1)	M	Total
8. Learn to exercise their rights and fulfill their obligations under Islamic law.	F 368	37	9	5	...	2	421	186	118	84	20	8	5	421
	R\$ 87.4	8.8	2.1	1.2	...	.5	100	44.2	28.0	20.0	4.8	1.9	1.2	100
	A\$ 87.8	8.8	2.1	1.2	...	...	100	44.7	28.4	20.2	4.8	1.9	...	100
9. Aid in cultivating integrative spiritual, social, sentimental, and intellectual aspects among the youth.	F 261	109	44	1	1	5	421	82	122	131	65	13	8	421
	R\$ 62.0	25.9	10.5	.2	.2	1.2	100	19.5	29.0	31.1	15.4	3.1	1.9	100
	A\$ 62.7	26.2	10.6	.2	.2	...	100	19.9	29.5	31.7	15.7	3.1	...	100
10. Bring out the powerful position of S.A. as the center of the Islamic world and explain the role it has played in serving the Islamic religion throughout several periods, especially the Renaissance.	F 380	29	6	...	1	5	421	259	107	39	4	4	8	421
	R\$ 90.3	6.9	1.4	...	.2	1.2	100	61.5	25.4	9.3	1.0	1.0	1.9	100
	A\$ 91.3	7.0	1.4	...	.2	...	100	62.7	25.9	9.4	1.0	1.0	...	100
11. Help students to accept beliefs, attitudes and values which have molded our society.	F 306	94	15	3	...	3	421	145	147	88	26	10	5	421
	R\$ 72.7	22.3	3.6	.7	...	.7	100	34.4	34.9	20.9	6.2	2.4	1.2	100
	A\$ 73.2	22.5	3.6	.7	...	...	100	34.9	35.3	21.2	6.3	2.4	...	100
12. Deal with problems associated with their own environments.	F 183	164	62	10	...	2	421	39	110	144	88	34	6	421
	R\$ 43.5	39.0	14.7	2.4	...	.5	100	9.3	26.1	34.2	20.9	8.1	1.4	100
	A\$ 43.7	39.1	14.8	2.4	...	...	100	9.4	26.5	34.7	21.2	8.2	...	100
13. Explore a wide variety of career opportunities related to social studies.	F 129	147	103	31	4	7	421	37	61	131	115	66	11	421
	R\$ 30.6	34.9	24.5	7.4	1.0	1.7	100	8.8	14.5	31.1	27.3	15.7	2.6	100
	A\$ 31.2	35.5	24.9	7.5	1.0	...	100	9.0	14.9	32.0	28.0	16.1	...	100
14. Learn to empathize with the problems and needs of others.	F 168	142	79	21	7	4	421	56	88	124	91	55	7	421
	R\$ 39.9	33.7	18.8	5.0	1.7	1.0	100	13.3	20.9	29.5	21.6	13.1	1.7	100
	A\$ 40.3	34.1	18.9	5.0	1.7	...	100	13.5	21.3	30.0	22.0	13.3	...	100

Table 13.--Continued.

Goal Statement	Importance ^a							Implementation ^b							
	VI (5)	I (4)	SI (3)	U (2)	VU (1)	M	Total	VI (5)	O (4)	S (3)	L (2)	N (1)	M	Total	
15. Acquire knowledge about Inter-dependence among nations of the world.	F	253	126	28	7	3	4	421	93	106	122	63	30	7	421
	R%	60.1	29.9	6.7	1.7	.7	1.0	100	22.1	25.2	29.0	15.0	7.1	1.7	100
	A%	60.7	30.2	6.7	1.7	.7	...	100	22.5	25.6	29.5	15.2	7.2	...	100
16. Bring out the country's natural resources and the importance of its location and emphasize its positive political and economic role in the world.	F	373	36	8	1	...	3	421	218	116	62	16	2	7	421
	R%	88.6	8.6	1.9	.2	...	.7	100	51.8	27.6	14.7	3.8	.5	1.7	100
	A%	89.2	8.6	1.9	.2	...	...	100	52.7	28.0	15.0	3.9	.5	...	100
17. Learn about the effects of drugs on their physical and social development.	F	275	77	36	12	10	11	421	110	82	90	70	54	15	421
	R%	65.3	18.3	8.6	2.9	2.4	2.6	100	26.1	19.5	21.4	16.6	12.8	3.6	100
	A%	67.1	18.8	8.8	2.9	2.4	...	100	27.1	20.2	22.2	17.2	13.3	...	100
18. Become competent consumers.	F	198	135	60	11	2	15	421	69	81	133	79	36	23	421
	R%	47.0	32.1	14.3	2.6	.5	3.6	100	16.4	19.2	31.6	18.8	8.6	5.5	100
	A%	48.8	33.3	14.8	2.7	.5	...	100	17.3	20.4	33.4	19.8	9.0	...	100
19. Apply methods used by social sciences in studying human behavior.	F	116	143	112	28	10	12	421	27	70	124	110	75	15	421
	R%	27.6	34.0	26.6	6.7	2.4	2.9	100	6.4	16.6	29.5	26.1	17.8	3.6	100
	A%	28.4	35.0	27.4	6.8	2.4	...	100	6.7	17.2	30.5	27.1	18.5	...	100
20. Become knowledgeable about the effects of mass media in one's life and develop the ability to detect propaganda however subtle.	F	236	122	51	8	1	3	421	84	92	122	79	37	7	421
	R%	56.0	29.0	12.1	1.9	.2	.7	100	20.0	21.9	29.0	18.8	8.8	1.7	100
	A%	56.4	29.2	12.2	1.9	.2	...	100	20.3	22.2	29.5	19.1	8.9	...	100
21. Aid in the upbringing of a good citizen with an obligation to Islamic virtues.	F	376	31	9	2	...	3	421	186	138	64	18	8	7	421
	R%	89.3	7.4	2.1	.5	...	.7	100	44.2	32.8	15.2	4.3	1.9	1.7	100
	A%	90.0	7.4	2.2	.5	...	...	100	44.9	33.3	15.5	4.3	1.9	...	100

Table 13.--Continued.

Goal Statement	Importance ^a						Implementation ^b								
	VI (5)	I (4)	SI (3)	U (2)	VU (1)	M (1)	Total	VI (5)	O (4)	S (3)	L (2)	N (1)	M (1)	Total	
22. Develop feelings of personal efficacy and attitudes of fairness and equality in applying justice and empathy.	F	290	98	25	5	...	3	421	113	132	113	48	8	7	421
	R\$	68.9	23.3	5.9	1.2	...	.7	100	26.8	31.4	26.8	11.4	1.9	1.7	100
	A\$	69.4	23.4	6.0	1.2	...	...	100	27.3	31.9	27.3	11.6	1.9	...	100
23. Become competent decision makers.	F	243	121	39	13	1	4	421	72	99	136	68	38	8	421
	R\$	57.7	28.7	9.3	3.1	.2	1.0	100	17.1	23.5	32.3	16.2	9.0	1.9	100
	A\$	58.3	29.0	9.4	3.1	.2	...	100	17.4	24.0	32.9	16.5	9.2	...	100
24. Participate in the selection and planning of social studies activities.	F	245	126	38	7	2	3	421	79	120	131	68	16	7	421
	R\$	58.2	29.9	9.0	1.7	.5	.7	100	18.8	28.5	31.1	16.2	3.8	1.7	100
	A\$	58.6	30.1	9.1	1.7	.5	...	100	19.1	29.0	31.6	16.4	3.9	...	100
25. Strengthen students to achieve the Islamic aims and goals that promote ideal sentiments among students toward their brothers in Islam, and to stimulate them to become proud of Islam.	F	324	79	13	3	1	1	421	136	143	91	43	4	4	421
	R\$	77.0	18.8	3.1	.7	.2	.2	100	32.3	34.0	21.6	10.2	1.0	1.0	100
	A\$	77.1	18.8	3.1	.7	.2	...	100	32.6	34.3	21.8	10.3	1.0	...	100
26. Understand the relationship of humans and their environment, which affects what we wear, eat, do, make, transport, etc., and understand how activities affect their environment.	F	300	92	23	3	1	2	421	124	154	95	31	12	5	421
	R\$	71.3	21.9	5.5	.7	.2	.5	100	29.5	36.6	22.6	7.4	2.9	1.2	100
	A\$	71.6	22.0	5.5	.7	.2	...	100	29.8	37.0	22.8	7.5	2.9	...	100
27. Develop spiritual, economic, and social cooperation among Islamic and Arabic countries.	F	321	82	15	1	...	2	421	133	134	101	37	11	5	421
	R\$	76.2	19.5	3.6	.2	...	.5	100	31.6	31.8	24.0	8.8	2.6	1.2	100
	A\$	76.6	19.6	3.6	.2	...	...	100	32.0	32.2	24.3	8.9	2.6	...	100
28. Become more responsible members of their families.	F	217	127	53	14	3	7	421	68	114	120	69	39	11	421
	R\$	51.5	30.2	12.6	3.3	.7	1.7	100	16.2	27.1	28.5	16.4	9.3	2.6	100
	A\$	52.4	30.7	12.8	3.4	.7	...	100	16.6	27.8	29.3	16.8	9.5	...	100

Table 13.--Continued.

Goal Statement	Importance ^a							Implementation ^b						
	VI (5)	I (4)	SI (3)	U (2)	VU (1)	M	Total	VO (5)	O (4)	S (3)	L (2)	N (1)	M	Total
29. Make intelligent use of leisure time.	F 210	129	60	14	5	3	421	48	80	138	102	44	9	421
	R% 49.9	30.6	14.3	3.3	1.2	.7	100	11.4	19.0	32.8	24.2	10.5	2.1	100
	A% 50.2	30.9	14.4	3.3	1.2	...	100	11.7	19.4	33.5	24.8	10.7	...	100
30. Develop reading, writing, listening, speaking, and mathematical skills.	F 192	141	53	20	12	3	421	43	101	128	84	57	8	421
	R% 45.6	33.5	12.6	4.8	2.9	.7	100	10.2	24.0	30.4	20.0	13.5	1.9	100
	A% 45.9	33.7	12.7	4.8	2.9	...	100	10.4	24.5	31.0	20.3	13.8	...	100
31. Acquire knowledge about the purpose of education in Saudi Arabia.	F 242	98	55	15	4	7	421	89	124	97	72	28	11	421
	R% 57.5	23.3	13.1	3.6	1.0	1.7	100	21.1	29.5	23.0	17.1	6.7	2.6	100
	A% 58.5	23.7	13.3	3.0	1.0	...	100	21.7	30.2	23.7	17.6	6.8	...	100
32. Acquire knowledge in solving problems relevant to students' interest (e.g., choice of work and study).	F 141	159	85	18	9	9	421	36	79	138	102	54	12	421
	R% 33.5	37.8	20.2	4.3	2.1	2.1	100	8.6	18.8	32.8	24.2	12.8	2.9	100
	A% 34.2	38.6	20.6	4.4	2.2	...	100	8.8	19.3	33.7	24.9	13.2	...	100
33. Become effective group leaders and followers.	F 151	143	91	26	7	3	421	34	84	135	104	57	7	421
	R% 35.9	34.0	21.6	6.2	1.7	.7	100	8.1	20.0	32.1	24.7	13.5	1.7	100
	A% 36.1	34.2	21.8	6.2	1.7	...	100	8.2	20.3	32.6	25.1	13.8	...	100
34. Develop geographical skills.	F 258	116	34	12	1	...	421	80	129	124	58	27	3	421
	R% 61.3	27.6	8.1	2.9	.2	...	100	19.0	30.6	29.5	13.8	6.4	.7	100
	A% 61.3	27.6	8.1	2.9	.2	...	100	19.1	30.9	29.7	13.9	6.5	...	100
35. Enlighten students about their country's Islamic and internationally great culture to stimulate them to devote themselves to the service of their country.	F 351	57	11	...	...	2	421	179	123	79	27	8	5	421
	R% 83.4	13.5	2.6	...	...	.5	100	42.5	29.2	18.8	6.4	1.9	1.2	100
	A% 83.8	13.6	2.6	...	...	...	100	43.0	29.6	19.0	6.5	1.9	...	100

Table 13.--Continued.

Goal Statement	Importance ^a						Implementation ^b							
	VI (5)	I (4)	SI (3)	U (2)	VU (1)	M Total	VO (5)	O (4)	S (3)	L (2)	N (1)	M Total		
36. Develop students' sensitivity toward the society's educational, economic, and social problems and prepare them to participate in solving those problems.	F 253 R% 60.1 A% 60.4	120 28.5 28.6	39 9.3 9.3	6 1.4 1.4	1 .2 .2	2 .5 ...	421 100 100	68 16.2 16.3	128 30.4 30.8	127 30.2 30.5	63 15.0 15.1	30 7.1 7.2	5 1.2 ...	421 100 100
37. Acquire the experience and knowledge that promotes local and national citizenship.	F 249 R% 59.1 A% 59.4	117 27.8 27.9	44 10.5 10.5	9 2.1 2.1	...	2 .5 ...	421 100 100	81 19.2 19.5	137 32.5 33.0	125 29.7 30.1	52 12.4 12.5	20 4.8 4.8	6 1.4 ...	421 100 100
38. Become interested in current affairs.	F 273 R% 64.8 A% 65.0	109 25.9 26.0	28 6.7 6.7	9 2.1 2.1	1 .2 .2	1 .2 ...	421 100 100	82 19.5 19.7	124 29.5 29.8	114 27.1 27.4	58 13.8 13.9	38 9.0 9.1	5 1.2 ...	421 100 100
39. Conduct independent investigations of problems related to their daily lives.	F 188 R% 44.7 A% 45.3	147 34.9 35.4	61 14.5 14.7	15 3.6 3.6	4 1.0 1.0	6 1.4 ...	421 100 100	40 9.5 9.7	92 21.9 22.3	124 29.5 30.1	92 21.9 22.3	64 15.2 15.5	9 2.1 ...	421 100 100
40. Develop students' abilities to associate reasons with results and to use a scientific approach to thinking, which is based on the discovery of facts and events and the establishment of comparisons.	F 239 R% 56.7 A% 57.0	113 26.8 27.0	52 12.4 12.4	13 3.1 3.1	2 .5 .5	2 .5 ...	421 100 100	72 17.1 17.3	105 24.9 25.2	107 25.4 25.7	95 22.6 22.8	37 8.8 8.9	5 1.2 ...	421 100 100
41. Clarify and examine their values.	F 264 R% 62.7 A% 63.8	96 22.8 23.2	45 10.7 10.9	8 1.9 1.9	1 .2 .2	7 1.7 ...	421 100 100	95 22.6 23.1	114 27.1 27.7	106 25.2 25.8	71 16.9 17.3	25 5.9 6.1	10 2.4 ...	421 100 100

^aVI = Very Important, I = Important, SI = Somewhat Important, U = Unimportant, VU = Very Unimportant.^bVO = Very Often, O = Often, S = Somewhat, L = Little, N = Never.

F = Frequency R% = Relative Frequency (%) A% = Adjusted Frequency (%)

Table 14 shows the ten goals that received the greatest number of ratings as being very important. It should be pointed out that all these goals except Goal 8 were among the 13 goals listed as social studies goals in the intermediate-school curriculum guide by the Ministry of Education.

In terms of goal implementation, the respondents tended to rate the level of implementation lower than they did the level of importance. As shown in Table 15, only 7 (17%) of the 41 selected social studies goals were very often or often implemented by more than 300 respondents. As with respondents' ratings of importance, the seven goals, except for Goal 8, were among the 13 goals listed by the Ministry of Education as the social studies goals for the intermediate-school level.

Graphs indicating the frequency and percentage distribution of responses for each goal statement are found in Appendix D.

Rank Order of Importance and Implementation of the Selected Social Studies Goals

The high mean scores for importance (see Table 16), which ranged from 3.7 to 4.9 on a 5-point scale, were considered to be a positive indication that participants perceived all of the selected goals as important. Although the 13 goals listed by the Ministry of Education (Goals 1, 6, 7, 9, 10, 16, 21, 25, 27, 34, 35, 36 and 40) were highly ranked (9 of the 13 goals were among the 10 highest-ranked goals), the fact that all of the selected goals had mean importance

Table 14.--The ten social studies goals that received the greatest number of ratings as "very important."

Goal No.	Statement	Number of Responses as Very Important
6	Arouse Islamic awareness to resist Zionism, imperialism, and destructive ideologies.	386
10	Bring out the powerful position of S.A. as the center of the Islamic world and explain the role it has played in serving the Islamic religion throughout several periods, especially the Renaissance.	380
21	Aid in the upbringing of a good citizen with an obligation to Islamic virtues.	376
16	Bring out the country's natural resources and the importance of its location and emphasize its positive political and economic role in the world.	373
8	Learn to exercise their rights and fulfill their obligations under Islamic law.	368
35	Enlighten students about their country's Islamic and internationally great culture to stimulate them to devote themselves to the service of their country.	351
7	Bring out Islamic and Arabic issues with emphasis on the Palestinian issue.	350
1	Develop an understanding of the benefit of historical events in order to follow successful experiences and avoid failures.	340
25	Strengthen students to achieve the Islamic aims and goals that promote ideal sentiments among students toward their brothers in Islam, and to stimulate them to become proud of Islam.	324
27	Develop spiritual, economic, and social cooperation among Islamic and Arabic countries.	321

Table 15.--The seven social studies goals that were reported to be very often or often implemented by more than 300 respondents.

Goal No.	Statement	Number of Responses as Very Often or Often
10	Bring out the powerful position of S.A. as the center of the Islamic world and explain the role it has played in serving the Islamic religion throughout several periods, especially the Renaissance.	366
16	Bring out the country's natural resources and the importance of its location and emphasize its positive political and economic role in the world.	334
21	Aid in the upbringing of a good citizen with an obligation to Islamic virtues.	324
6	Arouse Islamic awareness to resist Zionism, imperialism, and destructive ideologies.	322
7	Bring out Islamic and Arabic issues with emphasis on the Palestinian issue.	318
8	Learn to exercise their rights and fulfill their obligations under Islamic law.	304
35	Enlighten students about their country's Islamic and internationally great culture to stimulate them to devote themselves to the service of their country.	302

Table 16.--Rank order for all goal statements from very important to very unimportant, and from very often to never, as perceived by the participants in the study.

IMPORTANCE					IMPLEMENTATION				
Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases	Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases
6	1	4.893	.404	419	10	1	4.484	.784	413
10	2	4.892	.393	416	16	2	4.285	.892	414
21	3	4.868	.432	418	6	3	4.161	1.037	416
16	4	4.868	.409	418	7	4	4.156	.948	416
8	5	4.833	.504	419	21	5	4.150	.965	414
7	6	4.813	.453	418	8	6	4.091	1.004	416
35	7	4.811	.454	419	35	7	4.053	1.026	416
1	8	4.758	.555	418	11	8	3.940	1.013	416
27	9	4.726	.535	419	25	9	3.873	1.015	417
25	10	4.719	.580	420	26	10	3.834	1.029	416
11	11	4.682	.577	418	27	11	3.820	1.061	416
26	12	4.640	.643	419	22	12	3.710	1.050	414
22	13	4.610	.656	418	1	13	3.569	1.079	413
38	14	4.533	.735	420	37	14	3.499	1.088	415
9	15	4.510	.711	416	9	15	3.472	1.074	413
15	16	4.484	.757	417	41	16	3.445	1.193	411
41	17	4.483	.783	414	24	17	3.430	1.091	414
36	18	4.475	.743	419	31	18	3.424	1.201	410
34	19	4.468	.782	421	34	19	3.423	1.138	418
17	20	4.451	.945	410	15	20	3.408	1.197	414
24	21	4.447	.767	418	38	21	3.370	1.207	416
37	22	4.446	.766	419	36	22	3.339	1.136	416
23	23	4.420	.805	417	3	23	3.310	1.046	410
20	24	4.396	.793	417	17	24	3.305	1.379	406
40	25	4.368	.853	418	20	25	3.258	1.232	414
3	26	4.361	.785	416	28	26	3.251	1.196	410
31	27	4.350	.910	414	23	27	3.240	1.190	413
28	28	4.307	.872	414	40	28	3.192	1.223	416
18	29	4.271	.846	406	18	29	3.171	1.197	398
5	30	4.263	.947	411	12	30	3.077	1.085	415
29	31	4.256	.908	418	14	31	2.998	1.228	414
12	32	4.241	.790	419	30	32	2.973	1.191	413
39	33	4.205	.890	415	29	33	2.966	1.156	412
30	34	4.151	1.008	418	5	34	2.927	1.198	409
4	35	4.078	1.008	410	4	35	2.923	1.199	405
14	36	4.062	.971	417	39	36	2.883	1.203	412
32	37	3.983	.960	412	32	37	2.856	1.142	409
33	38	3.969	.990	418	33	38	2.841	1.145	414
13	39	3.884	.967	414	13	39	2.727	1.167	410
19	40	3.800	1.007	409	19	40	2.665	1.157	406
2	41	3.712	1.022	413	2	41	2.585	1.092	410

scores of at least 3.7 points attests to the shortcomings of the intermediate school guide, which lists only 13 of the 41 social studies goals selected for use in the study.

The mean scores for implementation, also shown in Table 16, were relatively lower than those for importance. However, 7 of the 13 goals listed by the Ministry of Education as social studies goals were among the most highly ranked goals in terms of implementation. They are Goals 6, 7, 10, 16, 21, 25, and 35.

Examination of the mean scores for both importance and implementation (shown in Table 16) indicates the consistency between the two perception categories. For example, Goals 6, 7, 8, 10, 16, 21, 25, and 35 were among the ten highest-ranked goals in terms of both importance and implementation. On the other hand, Goals 2, 4, 13, 19, 30, 32, 33, and 39 were among the ten lowest-ranked goals in terms of both importance and implementation.

Rank Order of All Goal Statements According to Four Demographic Variables

The rank ordering of the 41 goal statements (Tables C1-C13, Appendix C) for the demographic variables of gender, type of community, nature of professional position, and geographical location, revealed a great deal of similarity among the participants in terms of how they perceived the level of importance and implementation of the selected social studies goals. For example, all participants ranked Goals 6, 10, 16, 21, and 35 among the highest-priority goals with regard to both importance and implementation. Superintendents, who composed only 1.4%

of the total number of participants, gave a mean importance rating of 5.0 to 18 goals.

Test for Significant Differences Among Participants

Statistical procedures including t-test, analysis of variance (ANOVA), and correlation coefficient were employed to test for significance levels of less than .01 ($p < .01$). The discussion of significant differences is broken down according to the variables of gender, type of community, geographical location, and nature of professional position. Also included is the correlation between the perceived importance and implementation of the selected goals for all participants. A discussion of the findings of statistically significant differences between and among groups and their implications follows.

Gender.--Table 17 reveals that, when responses were analyzed according to gender of subject, statistically significant differences existed between males and females in terms of their perceptions of the importance of certain goals. Males and females differed significantly in terms of how they perceived the importance of only four social studies goals, or 10% of the 41 goals included in the study. It should be noted as well that females' mean rankings were consistently higher than males' for these four goals.

Table 17.--Results of t-test of significance based on comparison of males' and females' perceptions of the importance of the selected social studies goals.

Goal No.	Statement	Gender	Mean	S.D.	Signif. Level
4	Understand problems related to one's daily life.	Male	3.94	.99	.0097
		Female	4.20	1.01	
16	Bring out the country's natural resources and the importance of its location and emphasize its positive political and economic role in the world.	Male	4.81	.51	.0033
		Female	4.92	.28	
18	Become competent consumers.	Male	4.11	.87	.0002
		Female	4.42	.80	
31	Acquire knowledge about the purpose of education in Saudi Arabia.	Male	4.22	1.00	.0068
		Female	4.46	.81	

Gender played a greater role in respondents' perceptions of the implementation of the selected social studies goals than it did in regard to importance of the goals. Statistically significant differences existed between males and females concerning the implementation of 16 or 39% of the 41 goals. (See Table 18.) It should be noted as well that females' mean rankings were consistently higher than males' for these 16 goals.

Table 18.--Results of t-test of significance based on comparison of male and female participants' perceptions of the implementation of the selected social studies goals.

Goal No.	Statement	Gender	Mean	S.D.	Signif. Level
4	Understand problems related to one's daily life.	Male	2.73	1.13	.0025
		Female	3.09	1.24	
10	Bring out the powerful position of S.A. as the center of the Islamic world and explain the role it has played in serving the Islamic religion throughout several periods, especially the Renaissance.	Male	4.33	.78	.0001
		Female	4.62	.76	
14	Learn to empathize with the problems and needs of others.	Male	2.79	1.10	.0011
		Female	3.18	1.30	
15	Acquire knowledge about interdependence among nations of the world.	Male	3.18	1.13	.0002
		Female	3.61	1.22	
18	Become a competent consumer.	Male	2.93	1.17	.0001
		Female	3.39	1.18	
22	Develop feelings of personal efficacy and attitudes of fairness and equality in applying justice and empathy.	Male	3.55	1.03	.0041
		Female	3.85	1.05	
23	Become competent decision makers.	Male	3.02	1.09	.0003
		Female	3.44	1.24	
24	Participate in the selection and planning of social studies activities.	Male	3.19	1.04	.0000
		Female	3.64	1.10	

Table 18.--Continued.

Goal No.	Statement	Gender	Mean	S.D.	Signif. Level
26	Understand the relationship of humans and their environment, which affects what we wear, eat, do, make, transport, etc., and understand how activities affect their environment.	Male Female	3.69 3.96	1.01 1.03	.0061
27	Develop spiritual, economic, and social cooperation among Islamic and Arabic countries.	Male Female	3.66 3.96	1.03 1.07	.0031
31	Acquire knowledge about the purpose of education in Saudi Arabia.	Male Female	3.24 3.58	1.22 1.16	.0044
32	Acquire knowledge in solving problems relevant to students' interest (e.g., choice of work and study).	Male Female	2.67 3.01	1.08 1.17	.0027
33	Become effective group leaders and followers.	Male Female	2.68 2.97	1.08 1.18	.0093
38	Become interested in current affairs.	Male Female	3.19 3.52	1.08 1.29	.0049
39	Conduct independent investigations of problems related to their daily lives.	Male Female	2.65 3.08	1.09 1.26	.0003
40	Develop students' abilities to associate reasons with results and to use a scientific approach to thinking, which is based on the discovery of facts and events and the establishment of comparisons.	Male Female	2.93 3.42	1.15 1.24	.0000

Type of community.--When responses were analyzed in regard to the effect of the independent variable, type of community, a statistically significant difference was found between the respondent groups in terms of their perceptions of the importance of only one goal. (See Table 19.) On the other hand, no statistically significant difference was found between urban and rural participants in regard to implementation of the selected social studies goals.

Table 19.--T-test of significance based on comparison of urban and rural participants' perceptions of the importance of the selected social studies goals.

Goal No.	Statement	Type of Community	Mean	S.D.	Signif. Level
3	Understand different values and life styles of others.	Urban	4.29	.83	.0084
		Rural	4.51	.65	

Geographical location.--The independent variable, geographical location, was of little effect in regard to statistically significant differences among respondents from the five Saudi Arabian provinces (Eastern, Central, Western, Northern, and Southern). No statistically significant difference was found among respondents concerning how they perceived the importance of the selected goals. However, a significant difference was found among respondents concerning the implementation of Goals 12 and 30, as shown in Table 20. Using a post hoc test (least significant test--LST), the Northern Province was found to have a

higher implementation score than the Western, Central, and Southern Provinces for Goal 12. Post hoc analysis also showed that the Southern Province had a lower implementation score for Goal 30 than did the Western and Northern Provinces. (See Table 20.)

Table 20.--ANOVA test of significance based on comparison of how participants in the five provinces perceived the implementation of the selected social studies goals.

Goal No.	Statement	Province	Mean	S.D.	Signif. Level
12	Deal with problems associated with their own environments.	Eastern	3.18	1.17	.0081
		Central	2.94	.95	
		Western	3.06	1.14	
		Northern	3.54	1.08	
		Southern	2.89	.99	
30	Develop reading, writing, listening, speaking, and mathematical skills.	Eastern	2.81	1.27	.0092
		Central	3.02	1.13	
		Western	3.15	1.18	
		Northern	3.31	1.16	
		Southern	2.68	1.12	

Nature of professional role.--The analysis of variance revealed that statistically significant differences existed among social studies teachers, social studies supervisors, principals, and superintendents with regard to their perceptions of both importance and implementation of the social studies goals. Table 21 shows that respondents differed significantly on the importance of only two goals: Goals 2 and 3. Respondents in the four role categories differed significantly in their perceptions of the implementation of nine goals: Goals 9, 18, 22, 23,

29, 30, 32, 34, and 40. (See Table 22.) Using a post hoc test with least significant test (LST), teachers were found to have higher implementation scores than principals for goal 32 (Table 22).

Table 21.--ANOVA test of significance based on comparison of how participants in different roles perceived the importance of the selected social studies goals.

Goal No.	Statement	Role	Mean	S.D.	Signif. Level
2	Acquire knowledge about public institutions and services they perform.	Teacher	3.6	1.1	.0012
		Supervisor	4.2	.92	
		Principal	3.8	.98	
		Sup't.	4.6	.55	
3	Understand different values and life styles of others.	Teacher	4.3	.82	.0012
		Supervisor	4.8	.43	
		Principal	4.4	.77	
		Sup't.	4.8	.45	

Table 22.--ANOVA test of significance based on comparison of how participants in different roles perceived the implementation of the selected social studies goals.

Goal No.	Statement	Role	Mean	S.D.	Signif. Level
9	Aid in cultivating integrative spiritual, social, sentimental, and intellectual aspects among the youth.	Teacher	3.58	1.10	.0057
		Supervisor	3.18	.98	
		Principal	3.24	1.00	
		Sup't.	4.17	.41	
18	Become competent consumers.	Teacher	3.32	1.21	.0031
		Supervisor	2.92	1.08	
		Principal	2.83	1.09	
		Sup't.	2.80	1.64	

Table 22.--Continued.

Goal No.	Statement	Role	Mean	S.D.	Signif. Level
22	Develop feelings of personal efficacy and attitudes of fairness and equality in applying justice and empathy.	Teacher	3.84	1.03	.0016
		Supervisor	3.40	1.08	
		Principal	3.43	1.02	
		Sup't.	4.20	.84	
23	Become competent decision makers.	Teacher	3.37	1.21	.0080
		Supervisor	3.10	1.01	
		Principal	2.89	1.14	
		Sup't.	3.40	1.40	
29	Make intelligent use of leisure time.	Teacher	3.13	1.19	.0001
		Supervisor	2.49	.95	
		Principal	2.64	1.01	
		Sup't.	3.60	.89	
30	Develop reading, writing, listening, speaking, and mathematical skills.	Teacher	3.11	1.20	.0045
		Supervisor	2.59	1.09	
		Principal	2.71	1.15	
		Sup't.	3.40	1.14	
32	Acquire knowledge in solving problems relevant to students' interest (e.g., choice of work and study).	Teacher	2.99	1.16	.0053
		Supervisor	2.68	1.15	
		Principal	2.51	1.02	
		Sup't.	2.75	.96	
34	Develop geographical skills.	Teacher	3.57	1.14	.0004
		Supervisor	2.98	1.08	
		Principal	3.12	1.08	
		Sup't.	3.83	.75	
40	Develop students' abilities to associate reasons with results and to use a scientific approach to thinking, which is based on the discovery of facts and events and the establishment of comparisons.	Teacher	3.35	1.22	.0012
		Supervisor	2.85	1.06	
		Principal	2.83	1.22	
		Sup't.	3.40	1.14	

Correlation Between Importance and Implementation

Subjects who rated the level of importance as high also rated its level of implementation as high. The positive correlations ranged from .29 to .65. Table 23 presents the correlations between ratings of importance and implementation for all 41 selected social studies goals.

Discussion of Significant Differences Among Participants in Regard to Research Question 2

In general, more significant differences were found among participants with regard to implementation than to importance of goals. More significant differences were found between males and females than in any other group comparison. More females than males perceived Goals 4, 16, 18, and 31 to be important. Likewise, significantly more females than males emphasized implementation of Goals 4, 10, 14, 15, 18, 22, 23, 24, 26, 27, 31, 32, 33, 38, 39, and 40. One can infer that females regarded the selected social studies goals to be more important than did males and devoted more attention to implementing them. The rank order of all means (regardless of statistically significant differences) for males and females confirmed the preceding inference because females' means were relatively higher than males' with regard to both importance and implementation.

Rural and urban participants differed significantly only on Goal 3. Rural subjects perceived this goal to be more important than

Table 23.--Correlation between importance and implementation of all selected goals, as perceived by all participants.

Goal Statement Number	Correlation Coefficient*	Number of Respondents
1	.35	413
2	.52	409
3	.45	410
4	.47	405
5	.37	407
6	.40	416
7	.41	416
8	.29	419
9	.56	413
10	.49	413
11	.50	415
12	.42	415
13	.53	410
14	.59	414
15	.45	414
16	.44	414
17	.54	406
18	.54	398
19	.52	405
20	.45	414
21	.36	414
22	.47	414
23	.46	413
24	.49	414
25	.51	417
26	.53	416
27	.45	416
28	.56	410
29	.44	412
30	.52	413
31	.65	410
32	.52	408
33	.55	414
34	.49	418
35	.46	416
36	.45	416
37	.58	415
38	.43	416
39	.41	412
40	.47	416
41	.56	411

*All correlations were statistically significant at $p < .01$.

did urban subjects. No significant differences were found between respondent groups with regard to implementation of the selected goals.

No significant differences were found among respondents from the five provinces with regard to goal importance. Significant differences existed among respondents from the five provinces with respect to implementation of Goals 12 and 30.

The common educational policy and the centralized educational system may have contributed to the lack of significant differences between urban and rural respondents, as well as among those from different provinces.

When importance ratings were examined in terms of the nature of the respondents' professional positions, statistically significant differences among groups existed on only two items: Goals 2 and 3. Concerning goal implementation, participants in the four professional role groups differed significantly on nine items: Goals 9, 18, 22, 23, 29, 30, 32, 34, and 40. The statistically significant differences among the four role groups (teachers, supervisors, principals and superintendents) may be attributed to the nature of their professional positions. A close look at the means of all four groups indicates that the mean scores of social studies teachers and superintendents were relatively higher than those of the other two groups. However, it must be noted that superintendents represented only 1.4% of the total study sample. The close relationship of the teacher to the classroom may explain why teachers emphasized implementation more than did individuals in the other three groups. Although significant differences

were found with the overall significance tests, the post hoc tests were unable to locate any significant differences among groups with the exception of Goals 12 and 18 (see Table 20) and Goal 32 (see Table 22).

The positive correlation between importance and implementation, ranging from .29 to .65, indicates the consistency among the participants' responses: Subjects who rated the level of importance high also tended to rate the level of implementation high.

Research Question 3

What additional goals do social studies teachers, social studies supervisors, principals, and superintendents believe to be important?

After rating the level of importance and implementation of the selected social studies goals, very few respondents added new goals. Most of the added goals were judged by the investigator to be restatements of the goals listed in the instrument. Surprisingly, some were copied verbatim. The researcher judged six goals to be distinctively new ones. They are as follows:

1. Understand the greatness of God through the comprehension of His creatures. This goal was added by five social studies teachers.
2. Learn about the importance of cooperation among the Arabian Gulf countries: "Gulf Cooperation Council." This goal was indicated by one superintendent and one supervisor.
3. Bring out the country's antiquities and their cultural importance. This goal was pointed out by one superintendent.

4. Learn to devise ways of combating racism to strengthen the unity of the country. This goal was noted by three social studies teachers.

5. Acquire knowledge and experience that promote international citizenship. This goal was added by one supervisor.

6. Acquire knowledge and experience about basic principles of economics in order to help meet the country's need for economic reform and production diversity. This goal was added by one supervisor and three teachers.

Research Question 4

How do social studies teachers, social studies supervisors, principals, and superintendents rank social studies in relation to other school subjects, and how do their rankings differ?

The results concerning Research Question 4 are presented in three tables. Table 24 shows the frequency and percentage of how participants perceived the importance of social studies in relation to other school subjects. The rank order of all eight school subjects is shown in Table 25. Table 26 contains the rank orders, means, and standard deviations for all eight subjects according to the professional roles held by the respondents. Statistically significant differences among respondent groups are noted, as well.

Social Studies in Relation to Other School Subjects

Table 24 shows the respondents' perceptions of the importance of social studies in relation to other school subjects. On an eight-point scale, the majority of respondents (312 or 74%) ranked social

studies as the third, fourth, or fifth most important subject in school. Whereas 17 respondents (4%) felt social studies was the most important subject in school, only 2 individuals (.5%) felt social studies was the least important subject. Thirteen participants or 3.1% did not respond.

Table 24.--Frequency and percentage distribution of how participants ranked social studies in relation to other school subjects.

Code ^a	Absolute Frequency	Relative Frequency (%)	Adjusted Frequency (%)
1	17	4.0	4.2
2	15	3.6	3.7
3	142	33.7	43.8
4	85	20.2	20.8
5	85	20.2	20.8
6	53	12.6	13.0
7	9	2.1	2.2
8	2	0.5	0.5
No response	13	3.1	...
Totals	421	100.0	100.0

^a1 means most important, 2 means less important, . . . and 8 means least important.

Rank Order of All School Subjects

When participants ranked school subjects according to their importance, religion dominated the first-place position, followed by Arabic language. Mathematics was in third place, followed by social studies. English, science, and physical education were in the fifth,

sixth, and seventh positions, respectively. Art (drawing and sketching) was in last place. Table 25 shows the rank order, means, and standard deviations of all eight school subjects.

Table 25.--Rank order, means, and standard deviations of all school subjects, as perceived by the participants.

Subject Matter	Rank Order	Mean ^a	Standard Deviation
Religion	1	1.62	1.37
Arabic language	2	2.34	1.22
Mathematics	3	3.92	1.71
Social studies	4	4.01	1.37
English language	5	4.61	1.62
Science	6	4.77	1.54
Physical education	7	6.73	1.58
Art (drawing & sketching)	8	7.13	1.25

^aThe lower the mean score, the more important the subject was perceived to be.

Rank Order of School Subjects According to the Respondents' Professional Roles

Table 26 shows that there was great similarity among respondents with regard to how they ranked school subjects. All four groups perceived religion as the most important subject. Arabic language was ranked second in importance by all four groups. Mathematics was perceived as the third most important subject by all groups except the superintendents, who ranked it fourth. Social studies was ranked as the fourth most important subject by social studies teachers,

Table 26.--Rank order, mean, and standard deviation of all school subjects according to the respondents' professional roles.

Subject Matter	Teachers		Supervisors		Principals		Superintendents		Signif.
	Rank Order	Mean	S.D.	Rank Order	Mean	S.D.	Rank Order	Mean	S.D.
Religion	1	1.73	1.51	1	1.58	1.13	1	1.17	0.41
Arabic lang.	2	2.47	1.31	2	1.83	0.68	2	1.50	0.55
Mathematics	3	3.87	1.76	3	4.10	1.77	4	3.17	1.83
Social studies	4	3.91	1.34	4	4.13	1.36	3	2.67	1.37
English lang.	5	4.58	1.64	6	4.90	1.53	6	4.17	2.48
Science	6	4.80	1.54	5	4.74	1.50	5	3.33	2.07
Physical educ.	7	6.76	1.48	8	6.86	1.51	7	5.00	3.10
Art (drawing & sketching)	8	7.16	1.20	7	6.84	1.33	8	5.67	3.61

*Significant at $p < .01$.

^aThe lower the mean, the more important the subject was perceived to be.

supervisors, and principals. Supervisors ranked it the third most important subject. English was ranked as the fifth most important subject by social studies teachers and principals, whereas supervisors and superintendents perceived it as sixth in importance. Superintendents and supervisors perceived science as the fifth most important subject; teachers and principals ranked it sixth in importance. Physical education was perceived to be less important than the aforementioned six subjects by all respondents except supervisors, who perceived it as the least important subject in school. On the other hand, art (drawing and sketching) was perceived by all groups except supervisors as the least important subject in school; supervisors ranked it seventh, rather than the least important subject.

Statistically significant differences were found among the four groups in regard to three school subjects: Arabic language, social studies, and art. An examination of the means for these three school subjects (shown in Table 26) revealed that superintendents rated these subjects as more important than did respondents in the three other groups.

Discussion of How Participants Perceived the Importance of Social Studies in Relation to Other School Subjects

Analysis of Research Question 4 revealed that study participants had different points of view regarding the importance of various school subjects. Religion and Arabic language were ranked as the two

most important subjects, apparently because of the strong link between religion and education on one hand and Arabic language on the other.

Social studies generally was ranked as the fourth most important subject in school, preceded by religion, Arabic language, and mathematics and followed by English language, science, physical education, and art (drawing and sketching).

Superintendents perceived the importance of Arabic language, social studies, and art significantly differently than did the other respondent groups. The means for superintendents' ratings of these three subjects were lower than those for the other groups, as evidenced in Table 26 (the lower the mean score, the more important the subject was ranked). Again, it should be noted that superintendents represented only 1.4% of the total study sample. It is also interesting that two superintendents ranked all eight school subjects as number one, or the most important subject. They reasoned that all subjects have equal importance in school; otherwise their existence in the school curriculum could not be justified.

Research Question 5

What major problems may hinder the social studies teacher from implementing his high-priority social studies goals?

The researcher provided participants with a list of 12 problems that he believed exist in the Saudi Arabian schools. Participants were asked to check any problem they felt might hinder the implementation of the social studies goals. Participants were also given the option of checking Item 13 (none). In addition, respondents were asked to

describe any other problems that were not listed in the questionnaire. (See Appendix A for a copy of the questionnaire.)

Analysis of responses revealed that 8 of the 12 problems were checked by more than 50% of the participants as difficulties that might hinder the teacher from implementing goals in the social studies curriculum. Only 8 of the 421 participants indicated that the problems identified in the questionnaire did not exist in Saudi schools. The rank order of all problems, as well as the frequency and percentage distribution of the participants' responses, is shown in Table 27.

Respondents described several problems that had not been identified by the researcher. These problems were classified into the following three categories:

A. Textbooks

1. Lack of clarity in pictures and information on maps, such as names of rivers and location of cities.

2. Inappropriateness of the seventh-grade history textbook (ancient history) for the students because of its length and difficulty.

3. Lack of relationship between content and local environment on one hand and content and current affairs on the other hand.

4. Repetition of content makes the study of social studies uninteresting.

5. Lack of variation in curriculum among different communities, e.g., urban and rural.

Table 27.--Rank order, frequency, and percentage distribution of how participants perceived the identified problems.

Problem Statement	Rank Order	Category Label	Freq.	%
Lack of in-service education	1	Problem	285	67.7
		Not a problem	136	32.3
Lack of instructional materials	2	Problem	284	67.5
		Not a problem	137	32.5
Late schedule for social studies at a time when students are devoid of energy and enthusiasm to learn	3	Problem	258	61.3
		Not a problem	163	38.7
Lack of library facilities	4	Problem	257	61.0
		Not a problem	164	39.0
Lack of parental support	5	Problem	250	59.4
		Not a problem	171	40.6
Curriculum rigidity (e.g., too much information to be transmitted to students by the end of the year)	6	Problem	247	58.7
		Not a problem	174	41.3
Outdated textbooks	7	Problem	240	57.0
		Not a problem	181	43.0
Low student interest	8	Problem	238	56.5
		Not a problem	183	43.5
Lack of maps, graphs, pictures, etc., in textbooks	9	Problem	195	46.3
		Not a problem	226	53.7
Lack of time (e.g., for library or other activities)	10	Problem	167	39.7
		Not a problem	254	60.3
Lack of instructional freedom (teachers are confined to what, where, and how to teach)	11	Problem	142	33.7
		Not a problem	279	66.3
Lack of administrative support	12	Problem	99	23.5
		Not a problem	322	76.5
None	13	Problem	8	1.9

6. Lack of good textbook publication techniques to attract the reader.

7. Textbook errors in terms of both date and event.

B. Teaching Methods

1. Lack of facilities for using instructional aids, especially in rural areas.

2. Teachers' lack of knowledge about and experience in using instructional aids.

3. Teachers' dependence on traditional teaching methods (lectures).

4. Lack of effective training programs for prospective teachers.

5. Lack of integration between geography and history to provide students with a better understanding of social studies.

C. Others

1. Low respect for teachers within the society.

2. Teachers' lack of enthusiasm for and interest in teaching.

3. Some supervisors indicated that many principals show little interest in supervising teachers.

4. Many teachers complained about their heavy load of 24 periods, of 45 minutes each, per week. They indicated that the heavy load leaves no room for any social studies activities.

5. Lack of teachers' and social studies supervisors' participation in curriculum planning.

6. Lack of social studies conferences. ✓

7. Lack of real understanding of the importance of social studies among parents, in addition to the minimal attention that social studies receives from school administrators in comparison with other school subjects like mathematics and science.

8. Low reading and writing level among students.

9. Social studies is sometimes taught by other subject matter teachers who lack the knowledge and experience for teaching social studies.

10. Overcrowded classrooms with too many students.

Discussion of Participants' Perceptions of the Identified Problems

The participants' responses to Research Question 5 indicated that the problems identified by the researcher and those described by the respondents create a barrier that may hinder social studies teachers from implementing the social studies goals. The data regarding this research question indicated important findings that require appropriate attention from both the Ministry of Education and the General Directorate for Girls' Education to alleviate such problems.

Summary

Chapter V contained the results of the data analysis. In addition to an examination of demographic data on the participants, the research questions of the study were answered. Using a chi-square technique, the data analysis revealed no significant differences among

respondents in terms of their definitions of social studies (Research Question 1). Social studies was defined as citizenship transmission.

In answering the second and major research question, frequency and percentage distribution techniques were employed to describe respondents' perceptions of the importance and implementation of the selected social studies goals. Using t-tests and analysis of variance, some statistically significant differences were found between respondent groups, primarily between males and females. The correlation between respondents' perceptions of the importance and implementation of the selected social studies goals was positive, ranging from .29 to .65.

Analysis of data for the third research question revealed that the respondents added few distinctively new social studies goals to those listed in the study instrument.

Analysis of data for the fourth research question showed that the respondents perceived social studies to be the fourth most important subject in school.

Findings of the data analysis for the fifth research question disclosed that respondents, in general, agreed that the problems identified in the instrument do exist in Saudi schools. Furthermore, the respondents listed several additional problems that may hinder the social studies teacher from implementing the social studies goals.

A summary of the findings, conclusions of the study, and recommendations are included in Chapter VI.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

The primary focus of the study was to ascertain respondents' perception of the importance of 41 selected social studies goals, as well as the extent to which those goals are being implemented. The study also was designed (1) to determine the respondents' definitions of social studies, (2) to ascertain the status of social studies in relation to other school subjects, and (3) to identify the major problems hindering the implementation of the social studies goals in Saudi Arabia.

An instrument consisting of five sections was used as the assessment device. Forty-one Likert-type scale items constituted the major part of the questionnaire. Other sections dealt with demographic data, definition of social studies, status of social studies, and problems affecting the implementation of social studies goals.

Subjects for the study were selected through a stratified and cluster sampling procedure. The questionnaires were administered personally in male schools and through boards of education in female schools. Of the 457 questionnaires distributed, 422 were returned, for a response rate of 92.3%. Intermediate-school social studies teachers, social studies supervisors, principals, and superintendents of both

sexes, from urban and rural areas, and from five provinces in the Kingdom of Saudi Arabia participated in the study.

In analyzing the data, statistical procedures including t-test, ANOVA, chi-square, and correlation were used to determine whether statistically significant differences existed among groups of participants in the study. The findings of these analyses are discussed in the following section.

Summary of Findings

This section contains a summary of the demographic data gathered in the study, followed by the findings concerning the research questions. Each research question is restated, followed by a summary of the major findings for that question.

Demographic Data

Of the 421 subjects who participated in the study, 222 were females. Most of the respondents (282) were teachers, followed by principals (90), supervisors (42), and superintendents (6). Urban participants numbered 290, and most of the participants (279) were Saudis. The number of participants from each of the five provinces ranged from 55 to 98. The majority of the respondents were young--319 were between 20 and 35 years of age. Most of the participants (288) had had from 1 to 10 years of teaching experience. A majority of respondents (380) had bachelor's degrees.

Research Question 1

How do social studies teachers, social studies supervisors, principals, and superintendents define social studies, and how do their definitions differ?

Of the 421 participants in the study, 145 or 34.4% of the respondents defined social studies as citizenship transmission; 154 or 36.6% gave incomplete definitions (mostly lacking the purpose of social studies). One hundred twenty-two individuals (29%) provided no definition. A chi-square procedure was used to test for statistically significant differences among the subjects in terms of social studies definitions, using the variables of gender, type of community, geographical location, nature of profession, and role. Using the critical significance level of $p < .01$, no significant difference was found.

A close look at the findings for Research Question 1 suggests that the lack of understanding of the concept of social studies, and teaching social studies as an end in itself and not as a resource of feeling, thinking, and acting, contributes to the lack of real understanding of the purpose of social studies. Such a lack of understanding reflects the need to clarify the purpose of social studies in the minds of practicing and prospective teachers.

Research Question 2

How do social studies teachers, social studies supervisors, principals, and superintendents perceive and rank selected social studies goals, to what extent do they believe these goals are being implemented, and how do their rankings and perceptions of the implementation of these goals differ?

The writer regarded the fact that the participants' rankings of all the selected goals were above the mean score of 3.0 as a positive

indication of the goals' importance. Respondents also gave considerable emphasis to implementing these goals. Mean scores for importance ranged from 3.7 to 4.9, whereas 73% of all of the goals received a mean implementation score ranging from 3.1 to 4.5. In general, all respondent groups perceived Islamic or nationally oriented goals as the most important ones. The correlation between importance and implementation was positive for all goals and ranged from .29 to .65.

The t-test and ANOVA test were conducted to determine whether statistically significant differences ($p < .01$) existed between and among respondent groups. The findings revealed that some significant differences did exist, especially with regard to the independent variables of gender and nature of professional role. Type of community (urban or rural) and geographical location (province) had a very limited effect in determining significant differences between and among respondent groups.

Research Question 3

What additional goals do social studies teachers, social studies supervisors, principals, and superintendents believe to be important?

Very few participants added new goals to those listed in the instrument. Most of the goals they added were judged by the writer to be restatements of goals found in the questionnaire. Six goals were judged to be distinctively new ones that had not appeared in the instrument. They are:

1. Understand the greatness of God through the comprehension of His creatures.
2. Learn about the importance of cooperation among the Arabian Gulf countries--"Gulf Cooperation Council."
3. Learn about the country's antiquities and their cultural importance.
4. Learn to devise ways of combating racism to strengthen the unity of the country.
5. Acquire knowledge and experience that promote international citizenship.
6. Acquire knowledge and experience about basic principles of economics in order to help meet the country's need for economic reform and production diversity.

Research Question 4

How do social studies teachers, social studies supervisors, principals, and superintendents rank social studies in relation to other school subjects, and how do their rankings differ?

Some educators may reason that all school subjects are of equal importance in education; otherwise, the inclusion of certain school subjects in the curriculum could not be justified. The analysis of Research Question 4 revealed different opinions about this issue. Study participants believed religion and the Arabic language to be the most important subjects in Saudi Arabian intermediate schools. This finding can be attributed to the strong link between education and religion on one hand and Arabic language and education on the other. Social studies was ranked as the fourth most important subject in

school by all groups except superintendents, who ranked it the third most important.

Statistically significant differences existed among the four groups in regard to three subjects: Arabic language, social studies, and art. Superintendents valued these three subjects more highly than did teachers, supervisors, and principals. (See Table 26 for details.)

Research Question 5

What major problems may hinder the social studies teacher from implementing his high-priority social studies goals?

The questionnaire contained a list of 12 problems that might hinder the implementation of social studies goals. Subjects were asked to check the problems they felt existed in Saudi schools. Eight of the 12 problems were checked by more than 50% of the participants as difficulties that may hinder goal implementation. Lack of in-service education was checked by 285 respondents as the number-one problem, followed by lack of instructional materials (N = 284)), late schedule for social studies (N = 258), lack of library facilities (N = 257), lack of parental support (N = 250), curriculum rigidity (N = 247), outdated textbooks (N = 240), low student interest (N = 238), lack of maps and/or graphs in textbooks (N = 195), lack of time for field trips and other activities (N = 167), lack of instructional freedom (N = 142), and lack of administrative support (N = 99). Only 8 of the 421 participants indicated that the listed problems do not exist in the Saudi schools.

In addition to checking problems listed in the instrument, respondents described problems that were not identified by the researcher. Some related to textbooks, such as repetition of content; others dealt with teaching methods like the extensive use of the lecture approach, in addition to a variety of other problems.

The findings concerning Research Question 5 indicated that many problems impede the implementation of social studies goals and require the attention of both the Ministry of Education and the General Directorate of Girls' Education.

Conclusions

On the basis of the results of the study, which must be interpreted within the delimitations and limitations of the research, the following conclusions were drawn:

1. About one-third of the participants (34.4% or 145) defined social studies as citizenship transmission. The remaining 36.6% and 29%, respectively, gave incomplete definitions or did not respond to the request for a definition of social studies. Therefore, the need to clarify the purpose of social studies in the minds of practicing and prospective teachers is imperative in order to be able to achieve social studies goals.

2. The findings pointed to strong emphasis on Islamic or nationally oriented goals. For examples, Goals 6, 7, 10, 16, 21, and 35 were among the ten highest ranked goals in terms of importance. At least 350 participants ranked these goals at the "very important" level. All the above-mentioned goals are among the 13 social studies

goals listed by the Ministry of Education as the social studies goals for the intermediate-school level. Consequently, this confirms the strong link between religion and education.

3. A positive correlation existed between importance and implementation for all selected goals, ranging from .29 to .65. Accordingly, people who rated importance high tended to rate implementation high.

4. The findings revealed the need to include in the curriculum guide for the intermediate school several additional social studies goals that were rated as important.

5. Respondents added few new social studies goals to those that were already included in the instrument. Therefore, the selected social studies goals appeared to be comprehensive.

6. Some statistically significant differences in perceptions of the level of importance and implementation of social studies goals were found among participants in the various demographic-characteristic groups. Such differences were most prevalent between males and females and among those who held different professional roles. However, geographical location and type of community were of little effect because of the common educational policy and the centralized system, which may have contributed to the lack of significant differences.

7. There was general agreement among participants concerning the importance of social studies in relation to other school subjects. Social studies was ranked fourth, preceded by religion, Arabic, and mathematics, followed by English, science, physical education, and art.

8. Finally, respondents generally agreed that the problems identified by the researcher as possible hindrances to the implementation of social studies do exist in Saudi schools. Furthermore, participants described additional problems that hinder social studies teachers' goal implementation, which need to be alleviated.

Recommendations for Implementation and Further Research

Based on the outcome of the study, the following recommendations for implementation and further research are offered for consideration:

Recommendations for Implementation

1. Social studies goals need to be set in a clear-cut statement, without confusion about the purpose of social studies. Social studies must not be taught as an end in itself, but rather as a resource that can be used to help the student feel, think, and act productively. Social studies goals should emerge from and be based on the Islamic religion, the Arabian culture, the nation's value system, and the student's needs.

2. The overall means for goal importance, which ranged from 3.7 to 4.9, were positive indications that the participants perceived all of the selected goals as important ones--goals that should be included in the social studies curriculum. It appears that many important social studies goals are not included in the intermediate-school curriculum guide. Among the 41 goals used in the study, only

13 were stated by the Ministry of Education as social studies goals for the intermediate school.

3. Variations among participants' rankings of the level of importance and implementation of the selected goals were notable. The relatively lower mean scores for level of implementation make it necessary for the Ministry of Education to give more consideration to alleviating all hindrances so that the social studies goals can be fully implemented.

4. The high percentage of incomplete and totally lacking definitions of social studies by participants indicated a lack of comprehension of the concept of social studies. Consequently, it is recommended that pre-service and practicing social studies teachers be more fully informed about the purpose, content, and methods of social studies.

5. Textbooks should be subject to periodic revision to update them with the constantly increasing knowledge of a rapidly changing world.

6. Because respondents indicated lack of in-service education as the greatest problem hindering the implementation of social studies goals, and because quality education begins with quality teachers, it is recommended that the Ministry of Education and the General Directorate of Girls' Education implement more in-service programs to help social studies teachers perform their professional duties. It should be kept in mind that many teachers come to in-service education without the benefit of exposure to professional literature.

7. The Ministry of Education and the General Directorate of Girls' Education should give greater consideration to providing schools with needed instructional materials.

8. The Ministry of Education and the General Directorate of Girls' Education should also devote more attention to improving library services and school buildings, in order to provide students with a more productive environment.

9. The Ministry of Education and the General Directorate of Girls' Education should encourage parental involvement in the schools.

10. The Ministry of Education and the General Directorate of Girls' Education should give prompt attention to teachers' complaints and the problems they describe, such as carrying heavy teaching loads of 24 periods of 45 minutes per week and the lack of social studies conferences, in order to eliminate such problems.

11. During the course of the study, it became apparent that some educators lacked a real understanding of the benefits of educational research because of their lack of cooperation with the researcher. This was demonstrated on several occasions by some educators who did not provide the kind of cooperation expected. It is recommended that the Ministry of Education and the General Directorate of Girls' Education enlighten teachers and administrators about the importance and usefulness of educational research by providing information about the contributions of such research.

Recommendations for Further Research

1. It is suggested that further research be conducted at the elementary- and secondary-school levels because the present study was confined to the intermediate-school level (grades 7-9).

2. Investigating the effect of other demographic variables (such as nationality, age, educational degree, and years of teaching experience) besides the ones analyzed in this study could provide useful data for determining the factors that affect teachers' general attitudes toward the social studies curriculum.

3. Research is needed to determine students' perceptions of the social studies goals they learn in school, and the degree of importance and implementation of these goals. The related literature indicated that research of this nature has not been conducted. The findings of such a study could expand the results of the present study.

4. Additional research is needed to determine what methods of instruction social studies teachers use to implement their priority goals. The results of such a study would expand on and enrich the findings of the present study and would be helpful in designing strategies to improve classroom instruction.

5. Further research is needed to determine the most effective pre-service and in-service programs to use in preparing social studies teachers to implement their high-priority goals.

6. Finally, a study should be conducted to determine the effectiveness of the contents of social studies textbooks in terms of their relationship to goal implementation.

APPENDICES

APPENDIX A

**COVER LETTER AND ENGLISH AND ARABIC
VERSIONS OF THE QUESTIONNAIRE**

Cover Letter

September 1983

Dear Social Studies Teacher,
Social Studies Supervisor,
Principal, Superintendent:

I am currently conducting an important study at Michigan State University. The results of the study will be reported in a doctoral dissertation and shared with the Saudi educational authorities. The study deals with social studies goals in Saudi Arabia at the intermediate school level.

The primary objective is to attempt to obtain answers to the following questions:

1. How do we define social studies?
2. Why do we teach social studies?
3. Are there hindrances to the achievement of social studies goals, and if so, what are they?

Enclosed is a questionnaire concerning the above objectives. The questionnaire consists of five parts: The first part includes several questions designed to elicit some personal and demographic data about your professional experiences. The second part includes a request for defining social studies. The third part includes a list of proposed goals for social studies instruction. The fourth part includes several problems that may affect social studies instruction. The final part includes a list of the intermediate school subjects, and you are asked to rank them with respect to their importance.

Please answer all questions in all parts as truthfully and accurately as you can. Please be sure that there will be no need to write your name or your school on the questionnaire because they will not be used or even mentioned in the study or otherwise. The data will be useful in efforts of the educational authorities as they seek to strengthen the social studies curriculum in our schools.

Your participation is absolutely necessary for the meaningfulness and success of the study. Your participation and cooperation in the study are greatly appreciated.

Sincerely yours,

Abdulrahman M. Al-Shawan
Ph.D. Candidate
Michigan State University

Demographic and Personal Data

1. Gender: Male _____ Female _____
2. Your age: 1. 20-25 _____ 2. 26-30 _____ 3. 31-35 _____
4. 36-40 _____ 5. 41-45 _____ 6. 46-50 _____
7. Over 50 _____
3. Your province: Eastern _____ Central _____ Western _____
Northern _____ Southern _____
4. What is your present responsibility?
- Social studies teacher _____
Social studies supervisor _____
Principal _____
Superintendent _____
5. Type of community: Urban _____ Rural _____
6. Nationality: 1. Saudi _____ 2. Egyptian _____ 3. Iraqi _____
4. Jordanian _____ 5. Palestinian _____
6. Sudanese _____ 7. Syrian _____ 8. Other _____
7. How many years of experience have you had, including the current year?
1. 0-5 _____ 2. 6-10 _____ 3. 11-15 _____ 4. 16-20 _____
5. 21-25 _____ 6. More than 26 _____
8. Highest degree held: 1. B.A. _____ 2. B.S. _____ 3. M.A. _____
4. M.S. _____ 5. Other _____
(Please indicate)
9. Major: _____
(Please indicate)
10. Minor: _____
(Please indicate)

11. Subjects you teach (check only one):

1. History _____
2. Geography _____
3. History and Geography _____
4. Other _____
(Please specify)
5. I am not a teacher at the present time. _____

Part II

Social Studies Definitions

Please write your definition of social studies in the space provided below:

[illegible]

Part III

Social Studies Goals

The following are some selected social studies goals. Please indicate the extent to which you emphasize each of these goals. Please use the following code and circle the number at the right margin that best describes your answer.

- | | |
|------------|-----------------------------------------------------------------------------------------------------|
| IMPORTANCE | 5. Very important
4. Important
3. Somewhat important
2. Unimportant
1. Very unimportant |
|------------|-----------------------------------------------------------------------------------------------------|

In addition, please indicate the extent to which you implement any of the selected social studies goals. Use the following code and circle the number at the right margin that best describes your answer.

- | | |
|----------------|-------------------------------------------------------------------|
| IMPLEMENTATION | 5. Very often
4. Often
3. Somewhat
2. Little
1. Never |
|----------------|-------------------------------------------------------------------|

Example

Goal Statement Number	Statement	Importance	Implemen- tation
0	Acquire skills of making and using graphs, or communicating and interpreting information.	⑤ 4 3 2 1	5 4 3 ② 1

Please note that there is no right or wrong answer to the statements. Please circle the appropriate response to the following statements in the questionnaire.

Goal Statement Number	Statement	Importance	Implemen- tation
1	Develop an understanding of the benefit of historical events in order to follow successful experiences and avoid failures.	5 4 3 2 1	5 4 3 2 1
2	Acquire knowledge about public institutions and services they perform.	5 4 3 2 1	5 4 3 2 1
3	Understand different values and life styles of others.	5 4 3 2 1	5 4 3 2 1
4	Understand problems related to one's daily life.	5 4 3 2 1	5 4 3 2 1
5	Acquire skills to locate and organize information from books and other sources.	5 4 3 2 1	5 4 3 2 1
6	Arouse Islamic awareness to resist Zionism, imperialism, and destructive ideologies.	5 4 3 2 1	5 4 3 2 1
7	Bring out Islamic and Arabic issues with emphasis on the Palestinian issue.	5 4 3 2 1	5 4 3 2 1
8	Learn to exercise their rights and fulfill their obligations under Islamic law.	5 4 3 2 1	5 4 3 2 1
9	Aid in cultivating integrative spiritual, social, sentimental, and intellectual aspects among the youth.	5 4 3 2 1	5 4 3 2 1
10	Bring out the powerful position of S.A. as the center of the Islamic world and explain the role it has played in serving the Islamic religion throughout several periods, especially the Renaissance.	5 4 3 2 1	5 4 3 2 1

Goal Statement Number	Statement	Importance	Implemen- tation
11	Help students to accept beliefs, attitudes and values which have molded our society.	5 4 3 2 1	5 4 3 2 1
12	Deal with problems associated with their own environments.	5 4 3 2 1	5 4 3 2 1
13	Explore a wide variety of career opportunities related to social studies.	5 4 3 2 1	5 4 3 2 1
14	Learn to empathize with the problems and needs of others.	5 4 3 2 1	5 4 3 2 1
15	Acquire knowledge about interdependence among nations of the world.	5 4 3 2 1	5 4 3 2 1
16	Bring out the country's natural resources and the importance of its location and emphasize its positive political and economic role in the world.	5 4 3 2 1	5 4 3 2 1
17	Learn about the effects of drugs on their physical and social development.	5 4 3 2 1	5 4 3 2 1
18	Become competent consumers.	5 4 3 2 1	5 4 3 2 1
19	Apply methods used by social sciences in studying human behavior.	5 4 3 2 1	5 4 3 2 1
20	Become knowledgeable about the effects of mass media in one's life and develop the ability to detect propaganda however subtle.	5 4 3 2 1	5 4 3 2 1
21	Aid in the upbringing of a good citizen with an obligation to Islamic virtues.	5 4 3 2 1	5 4 3 2 1

Goal Statement Number	Statement	Importance	Implemen- tation
22	Develop feelings of personal efficacy and attitudes of fairness and equality in applying justice and empathy.	5 4 3 2 1	5 4 3 2 1
23	Become competent decision maker.	5 4 3 2 1	5 4 3 2 1
24	Participate in the selection and planning of social studies activities.	5 4 3 2 1	5 4 3 2 1
25	Strengthen students to achieve the Islamic aims and goals that promote ideal sentiments among students toward their brothers in Islam, and to stimulate them to become proud of Islam.	5 4 3 2 1	5 4 3 2 1
26	Understand the relationship of humans and their environment, which affects what we wear, eat, do, make, transport, etc., and understand how activities affect their environment.	5 4 3 2 1	5 4 3 2 1
27	Develop spiritual, economic, and social cooperation among Islamic and Arabic countries.	5 4 3 2 1	5 4 3 2 1
28	Become more responsible members of their families.	5 4 3 2 1	5 4 3 2 1
29	Make intelligent use of leisure time.	5 4 3 2 1	5 4 3 2 1
30	Develop reading, writing, listening, speaking, and mathematical skills.	5 4 3 2 1	5 4 3 2 1
31	Acquire knowledge about the purpose of education in Saudi Arabia.	5 4 3 2 1	5 4 3 2 1

Goal Statement Number	Statement	Importance	Implemen- tation
32	Acquire knowledge in solving problems relevant to students' interest (e.g., choice of work and study).	5 4 3 2 1	5 4 3 2 1
33	Become effective group leaders and followers.	5 4 3 2 1	5 4 3 2 1
34	Develop geographical skills.	5 4 3 2 1	5 4 3 2 1
35	Enlighten students about their country's Islamic and internationally great culture to stimulate them to devote themselves to the service of their country.	5 4 3 2 1	5 4 3 2 1
36	Develop students' sensitivity toward the society's educational, economic, and social problems and prepare them to participate in solving those problems.	5 4 3 2 1	5 4 3 2 1
37	Acquire the experience and knowledge that promotes local and national citizenship.	5 4 3 2 1	5 4 3 2 1
38	Become interested in current affairs.	5 4 3 2 1	5 4 3 2 1
39	Conduct independent investigations of problems related to their daily lives.	5 4 3 2 1	5 4 3 2 1
40	Develop students' abilities to associate reasons with results and to use a scientific approach to thinking, which is based on the discovery of facts and events and the establishment of comparisons.	5 4 3 2 1	5 4 3 2 1
41	Clarify and examine their values.	5 4 3 2 1	5 4 3 2 1

Please add any high-priority goals you believe are important and not included in this questionnaire.

1.	5 4 3 2 1	5 4 3 2 1
2.	5 4 3 2 1	5 4 3 2 1
3.	5 4 3 2 1	5 4 3 2 1
4.	5 4 3 2 1	5 4 3 2 1
5.	5 4 3 2 1	5 4 3 2 1
6.	5 4 3 2 1	5 4 3 2 1
7.	5 4 3 2 1	5 4 3 2 1
8.	5 4 3 2 1	5 4 3 2 1
9.	5 4 3 2 1	5 4 3 2 1
10.	5 4 3 2 1	5 4 3 2 1

Part IV

Instructional Problems

There are some problems that may hinder the teacher from achieving his/her high-priority goals. From the following list, check problems (if any) that you feel do hinder the teacher from goal implementation in the social studies curriculum. Indicate your answer by using an (X) in the appropriate place.

1. ____ Low student interest.
2. ____ Lack of in-service education.
3. ____ Lack of maps, graphs, pictures, etc., in textbooks.
4. ____ Lack of instructional materials.
5. ____ Outdated textbooks.
6. ____ Lack of instructional freedom. (Teachers are confined to what, where, and how to teach.)
7. ____ Lack of administrative support.
8. ____ Lack of library facilities.
9. ____ Curriculum rigidity (e.g., too much information to be transmitted to students by the end of the year).
10. ____ Late schedule for social studies at a time when students are devoid of energy and enthusiasm to learn.
11. ____ Lack of time (e.g., for field trips, for library or other activities).
12. ____ Lack of parental support.
13. ____ None.

Other problems--please describe.

1. _____
2. _____
3. _____
4. _____
5. _____

Part V

Rank of Social Studies in Relation to Other School Subjects

Please rank the following school subjects in the order of their importance to you (1 = most important, 8 = least important).

- _____ Mathematics
- _____ English
- _____ Social Studies
- _____ Arabic Language
- _____ Physical Education
- _____ Science
- _____ Religion
- _____ Art (drawing-sketching)

ARABIC QUESTIONNAIRE

بسم الله الرحمن الرحيم

المملكة العربية السعودية
جامعة الملك سعود
كلية التربية
مركز البحوث التربوية

—•—

استبيان

عن :

اهداف تدريس المواد الاجتماعية بالمرحلة المتوسطة
في المملكة العربية السعودية

اعداد :

عبد الرحمن محمد الشعوان

(محرم) ١٤٠٤ هـ .

(اكتوبر) ١٩٨٣ م .

م/ التيسر

بسم الله الرحمن الرحيم

اخواني ، اخواتي ، الاعزاء :

مدير التعليم - موجه - موجهة المواد الاجتماعية
مدير - مديرة المدرسة - مدرس - مدرسة المواد الاجتماعية بالمرحلة
المتوسطة المحترمين

السلام عليكم ورحمة الله وبركاته ، وبعد ؛
فاني أقوم في الوقت الراهن بدراسة من اهداف تدريس المواد الاجتماعية بالمرحلة
المتوسطة في السلطنة العربية الممودة وذلك بالتنسيق مع مسؤولي التعليم في السلطنة
ودراستي هذه ستكون - ان شاء الله - أساسا لطروحة الدكتوراه التي احضرها في
جامعة ولاية تشغين الأمريكية .

والهدف الاساسي للدراسة هو الحصول على اجوبة للأسئلة التالية :

- ١ - ما تعريفنا للمواد الاجتماعية ؟
 - ٢ - لماذا ندرس المواد الاجتماعية ؟
 - ٣ - هل توجد عقبات تحول دون تحقيق اهداف تدريس المواد الاجتماعية ؟
 - وان وجدت العقبات ، فما هي ؟
- مرسوق مع كتاب التعريف هذا اختبار حول الاسئلة المذكورة آنفا ، وهذا
الاختبار يكون من خمسة اجزاء :

الجزء الاول : يحتوي على الاسئلة تتطلب معلومات بعضها شخصية
واخرى متعلقة بخبرتك المهنية .

الجزء الثاني : يتلخص موجلا عن تعريفك للمواد الاجتماعية .

الجزء الثالث : يحتوي على قائمة بأهداف مقترحة لتدريس المواد الاجتماعية .

الجزء الرابع : يحتوي على عدد من المشكلات التي قد تواجه تدريس المواد
الاجتماعية .

أما الجزء الخامس : والاخير فيحتوي على قائمة بالمواد الدراسية في المرحلة
المتوسطة والطلوب منك هو ان ترتبها حسب عديتها في الامة .

يرجى الاجابة عن جميع الاسئلة في جميع الاجزاء بكل صدق ودقة .. كما يرجى
اغال ذكرا لاسمك واسم مدرستك في الاختبار وذلك لأن اساس المجيبين او المجبات
واساس مدرستهم او مدرستهم لن تذكر في الدراسة أو في غيرها ، اما ما يتحصل لهذه
الدراسة من المعلومات فانه سيكون - ان شاء الله - نافع للمسؤولين من التعليم
وهم يحاولون النهوض بمناهج المواد الاجتماعية في مدارسنا .

ان اسبابك في الاجابة عن هذا الاختبار امر بالغ الاهمية لانجاح هذه الدراسة
وانه بدون تعاونك لن يكون لها معنى .. وعلى ساهمتك هذه وتعاونك اقدم لك خالصي
شكري وامتناني ...

اخوكم :

عبد الرحمن محمد الشعوان

مرشح دكتوراه في جامعة
ولاية تشغين

١٨ / ١ / ١٤٠٤ هـ .

٢٤ / ١٠ / ١٩٨٣ م .

استبيان عن اهداف تدريس المواد الاجتماعية بالمرحلة المتوسطة
في المملكة العربية السعودية

الجزء الأول

معلومات شخصية ومهنية :

أرجو الاجابة عن جميع الاسئلة بوضع علامة (x) في المكان المناسب

(—) للدلالة على الاجابة .

- ١ . الجنس : (١) ذكر ————— (٢) أنثى —————
- ٢ . العمر : (١) ٢٠ - ٢٥ — (٢) ٢٦ - ٣٠ — (٣) ٣١ - ٣٥ — (٤) ٣٦ - ٤٠ — (٥) ٤١ - ٤٥ — (٦) ٤٦ - ٥٠ — (٧) أكثر من ٥٠ سنة —
- ٣ . المنطقة الادارية : (١) الشرقية — (٢) الوسطى — (٣) الغربية — (٤) الشمالية — (٥) الجنوبية —
- ٤ . وظيفتك الحالية في مجال التعليم في الوقت الحاضر ؟
 (١) مدرس / مدرسة : اجتماعيات —
 (٢) موجه / موجهة : اجتماعيات —
 (٣) مدير / مديرة : مدرسة —
 (٤) مدير تعليم —
 ٥ . البئية :
 (١) حضرية —
 (٢) ريفية —
 ٦ . الجنسية :
 (١) سعودي / سعودية — (٢) مصري / مصرية —
 (٣) عراقي / عراقية — (٤) اردني / اردنية —
 (٥) فلسطيني / فلسطينية — (٦) سوداني / سودانية —
 (٧) سوري / سورية — (٨) اخرى (تذكر) —

1911-1912

1912-1913

1913-1914

1914-1915

1915-1916

1916-1917

1917-1918

1918-1919

1919-1920

1920-1921

1921-1922

1922-1923

1923-1924

1924-1925

1925-1926

1926-1927

1927-1928

٧. مدة الخبرة في مجال التعليم :

- (١) ٥ - ٠ _____ (٢) ٦ - ١٠ _____
 (٣) ١١ - ١٥ _____ (٤) ١٦ - ٢٠ _____
 (٥) ٢١ - ٢٥ _____ (٦) ٢٦ فأكثر _____

٨. الدرجة العلمية :

- (١) بكالوريوس آداب و / أو تربية _____
 (٢) " علوم و / أو تربية _____
 (٣) ماجستير آداب و / أو تربية _____
 (٤) " علوم و / أو تربية _____
 (٥) أخرى " اذكرها " _____

التخصص :

٩. التخصص الاساسي :

١٠. التخصص الفرعي :

١١. المواد التي عرستها ، ضع اشارة (x) امام واحدة فقط :

١- تاريخ : _____

٢- حفرافيا : _____

٣- تاريخ وحفرافيا : _____

٤- غير ذلك : _____

٥- لست مدرسا في الوقت الحاضر _____

الحزب الثاني

يرجى التفضل بكتابة تعريفك للمواد الاجتماعية في هذه الصفحة .

الجزء الثالث

أهداف تدريس المواد الاجتماعية :

فيما يلي بعض الأهداف المرسومة لتدريس المواد الاجتماعية في المدارس المتوسطة يرجى بيان مدى أهمية كل هدف وذلك بوضع دائرة حول الرقم الذي يمثل درجة الأهمية كما تراها لكل هدف من بين الأرقام الخاصة المذكورة تحت مدى أهميته إلى يسار الهدف علما بأن كل رقم يعنى درجة معينة من الأهمية كالآتى :

الرقم ٥ يعنى مهم جدا

الرقم ٤ يعنى مهم

الرقم ٣ يعنى مهم الى حد ما

الرقم ٢ يعنى غير مهم

الرقم ١ يعنى غير مهم أبدا

ولبيان مدى مراعاة تطبيق كل هدف فى الواقع أرجو وضع دائرة حول الرقم الذى يمثل - فى نظرك - درجة التطبيق من بين الأرقام الموجودة تحت " مدى مراعاة التطبيق " علما

بأن كل رقم يعنى درجة معينة من التطبيق على النحو التالى :-

الرقم ٥ - يعنى (مراعاة تطبيق الهدف متحققة تماما)

الرقم ٤ - يعنى (" " " غالبا)

الرقم ٣ - يعنى (" " " قليلة التحقيق)

الرقم ٢ - يعنى (" " " نادرة التحقيق)

الرقم ١ - يعنى (" " " عديمة التحقيق)

" مثال توضيحى "

رقم الهدف	الهدف	مدى أهميته	مدى مراعاة تطبيقه
	تزويد الطلاب والطالبات بالمهارات اللازمة لعمل الخرائط والصور واستخدامها لايصال وتفسير المعلومات للطلاب	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥

والان أرجو التفضل بالاجابة حسب ما هو موضح فى المثال السابق

رقم الهدف	الهدف	اهميته	مدى مراعاة تطبيقه
١	الاستفادة من الاحداث التاريخية وعبرها للأخذ بأسباب رقي الامم وتقدمها واحتساب عوامل انحطاطها وتقدمها .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٢	اكتساب المعرفة بالمؤسسات العامة وما توفره من خدمات .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٣	فهم القيم وانماط الحياة المختلفة للشعوب الاخرى .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٤	فهم المشكلات المتصلة بحياة الفرد اليومية	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٥	اكتساب المهارات اللازمة للحصول على المعلومات من مصادرها المختلفة وتنظيمها .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٦	ابقاظ الوعي الاسلامي لمقاومة الصهيونية والاستعمار والمبادئ الخافية لتعاليم الاسلام .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٧	ابراز القضايا العربية والاسلامية مع التركيز على القضية الفلسطينية .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٨	اعداد الطلاب والطالبات لممارسة اساسيات المواطنة الصالحة والقيام بواجباتهم حسب تعاليم الشريعة الاسلامية السمحة .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥

رقم الهدف	الهدف	اهميته	مدى مراعاة تطبيقه
٩	تسهم المواد الاجتماعية في اعداد ناشئة الام اعدادا سوية متكاملة يشمل الجوانب الروحية والاجتماعية والوجدانية والعقلية .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
١٠	ابراز المكانة المتأخرة للمملكة العربية السعودية باعتبارها مركز اشعاع روي للعالم الاسلامي وتوضح دورها في خدمة قضايا الاسلام والمسلمين على مر العصور ولا سيما في عصرنا الحاضر .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
١١	مساعدة الطلاب والطالبات على فهم وتقبل المعتقدات والقيم التي يقوم عليها بناء المجتمع السعودي .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
١٢	اعداد الطلاب والطالبات للتعامل مع المشكلات ذات العلاقة بالبيئة المحلية .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
١٣	اكتشاف مجالات العمل الواسعة والمتعددة ذات العلاقة بالمواد الاجتماعية .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
١٤	ان يتعلم الشباب والفتيات كيف يتعاطفون مع مشكلات الآخرين وحاجاتهم .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
١٥	معرفة مدى حاجة شعوب العالم بعضها لبعض الاخر .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥

رقم الهدف	الهدف	اهميته	مدى مراعاة تطبيقه
١٦	ابراز المصادر الطبيعية لبلادنا واهمية موقعها الجغرافي مع التركيز على دورها العالمي سياسيا واقتصاديا .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
١٧	فهم التأثيرات السلبية للموبقات كالمخدرات وغيرها ومعرفة تأثيراتها السلبية على نواحي انسان الجسم والروحي ووسائل احتسابها .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
١٨	ان يصبح الطالب مستهلكا كفوا " واعيا " .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
١٩	الاخذ بطرق العلماء الاجتماعيين في دراسة السلوك الانساني .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٢٠	ادراك تأثير وسائل الاعلام في حياة الفرد وتسمية القدرة لديه على كشف اساليب الدعاية المفروضة وان خفيت .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٢١	تشثتة المواطن الصالح لكي يعيش في مجتمع اسلامي ملتزم بأداب الاسلام وتعاليمه وقيمه .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٢٢	تثمية اتجاهات حب العدل والمساواة لدى الطلاب والطالبات والقدرة على التعامل مع الآخرين بفاعلية .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٢٣	اعداد الطالب ليصبح فردا قادرا على اتخاذ القرارات المناسبة .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥

رقم الهدف	الهدف	مدى اهميته	مدى مراعاة تطبيقه
٢٤	تدريب الطلاب والطالبات على اختيار الأنشطة الخاصة بالمواد الاجتماعية واعدادها والمشاركة فيها .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٢٥	تكوين الطلاب من ادراك الغايات والاهداف الاسلامية التي تسعى اليها الطالب العواطف النبيلة نحو اخوته في الاسلام وامتة المسلمة ودفعه الى الاعتزاز باجساد الاسلام .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٢٦	فهم العلاقة المتبادلة بين نشاط الانسان وحياته المادية من طقس ومناخ ومصادر طبيعية لتأثيرها فيما نلبس ونأكل ونعمل ونصنع .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٢٧	تتمية التعاون بين الاقطار الاسلامية والعربية في النواحي الروحية والاجتماعية والاقتصادية .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٢٨	اعداد الطالب ليصبح فردا مسؤولا في عائلته .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٢٩	اعداد الطالب ليصبح قادرا على استقلال وقت فراغه استقلالاً ذكياً .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٣٠	تطوير مهارات الفرد في القراءة والكتابة والحساب والاستماع والحدث .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥

رقم الهدف	الهدف	اهميته	مدى مراعاة تطبيقه
٣١	معرفة اهداف التعليم في المملكة العربية السعودية .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٣٢	كسب المعلومات ذات العلاقة باهتمامات الطلاب الفردية مثال طبيعة العمل الذي يرغب في ممارسته او الدراسة التي يطمح في اتقانها .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٣٣	تثمية القدرات لدى الطلاب والطالبات ليصبحوا رؤساء او مؤسسين فاعلين فيما يمارسون من اعمال .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٣٤	تثمية المهارات الجغرافية .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٣٥	تثمية الطلاب والطالبات بما لوطنهم من امجاد اسلامية ثلثة وحضارة عالمية انسانية عريقة ومزايا طبيعية واقتصادية واستراتيجية، وهذا يتطلب ان يجتهد الطلاب انفسهم للتفاني في خدمة الوطن.	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٣٦	تثمية احساس الطلاب والطالبات بشكالات المجتمع الثقافية والاقتصادية والاجتماعية واعادادهم للاسهام في حلها .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٣٧	تزويد الطلاب والطالبات بالخبرات والمعلومات التي من شأنها تثمية غاهيم المواطنة لديهم على المستويين اللدى والقومى .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥

رقم الهدف	الهدف	اهميته	مدى مراعاة تطبيقه
٣٨	تنمية الاهتمام بالاحداث الجارية (سياسية - اقتصادية - اجتماعية) المحلية والعالمية .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٣٩	تدريب الطلاب والطالبات على معالجة مشكلاتهم اليومية معالجة علمية موضوعية مبنية على البحث الفردي المستقل .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٤٠	تنمية قدرات الطلاب والطالبات على ربط الاسباب بالنتائج وعلى التفكير العلمي المبني على تقصي الحقائق والحوادث واجراء المقارنات .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥
٤١	توضيح الطلاب والطالبات لقيهم لتطبيقاتها من الشوائب والرواسب .	١ ٢ ٣ ٤ ٥	١ ٢ ٣ ٤ ٥

اضف - من فلكك - أمة اهـ اف اخرى لها أولية كبيرة وتعتقد انها هامة ولم يشتملها هذا الاستفتاء

[illegible]

الجزء الرابع

المشكلات التي تؤثر في تدريس المواد الاجتماعية

هناك بعض المشكلات التي قد تحول بين المدرس وبين تحقيق أهداف المواد الاجتماعية يرحى التفضل بوضع إشارة (x) أمام المشكلات التي تعتقد أنها من ذلك النوع :

١. — قلة اهتمام الطلاب والطالبات بدراسة المواد الاجتماعية .
٢. — نقص الدورات التدريبية (أثناء الخدمة) لمدرسي ومدرسات المواد الاجتماعية .
٣. — نقص الوسائل التعليمية كالصور والخرائط . (في الكتب المدرسية) .
٤. — نقص الوسائل التعليمية الاخرى كالكرات الأرضية والأفلام والأشرطة وخرائط الحائط .
٥. — عدم تجديد الكتب المدرسية بصورة منتظمة .
٦. — قلة صلاحات المدرسين والمدرسات في ابتكار أساليب جديدة في التدريس .
٧. — قلة الدعم الذي يلقاه المدرس / المدرسة من ادارة المدرسة .
٨. — عدم كفاية المكتبات (افتقارها لمصادر المعرفة المختلفة) .
٩. — صرامة المنهج (كثرة المعلومات التي يجب أن تنقل الى الطالب/الطالبة قبل نهاية الفصل الدراسي) .
١٠. — تأخر تدريس المواد الاجتماعية في معظم الأحيان الى نهاية الدوام المدرسي يجعل الطالب/الطالبة منهكا قليل الطاقة والحماس للتعلم .
١١. — قلة الوقت المخصص في المواد الاجتماعية للأنشطة المختلفة .
١٢. — قلة التأييد من الوالدين (عدم اكتراث الوالدين لتقدم أبنائهم دراسيا) .
١٣. — ليست هناك مشكلات .

مشکلات آخری : تری / ترین ذکرہا :

[illegible]

الجزء الخامس

رتب المواد الدراسية التالية حسب تدرجها في الأهمية لديك مع مراعاة أن يعطى الرقم (١) للمادة الأكثر أهمية والرقم (٢) للمادة التي تليها في الأهمية وهكذا :

- _____ الرياضيات
- _____ اللغة الإنجليزية
- _____ الاجتماعيات
- _____ اللغة العربية
- _____ التربية البدنية
- _____ العلوم الطبيعية
- _____ المواد الدينية
- _____ التربية الفنية

شكرا مرة أخرى على ما أعطيتني من وقتك الثمين في الإجابة عن هذا الاستبيان ، سدد الله خطاك وجزاك خيرا والسلام،،،

APPENDIX B

CORRESPONDENCE

بسم الله الرحمن الرحيم
 المملكة العربية السعودية
 وزارة التعليم العالي
جامعة الملك سعود
 جامعة الملك سعود
 The King Saud University
 (Formerly the University of Riyadh)

كلية التربية

مكتب العميد

الموضوع

سعادة وكيل وزارة المعارف المساعد للشئون التعليمية

المحترم

السلام عليكم ورحمة الله وبركاته ، وبعد

حيث أن مبعوث الكلية السيد/ عبدالرحمن محمد الشعوان يقوم في هذه الفترة بجمع المعلومات اللازمة لبحث الدكتوراه والذي عنوانه (أهداف تدريس المواد الاجتماعية في المدارس المتوسطة في المملكة العربية السعودية) . نرجو التكرم بتوجيه من يلزم في ادارتكم لتقديم المساعدة اللازمة ليتمكن من انهاء مهمته .

شاكرين حسن تعاونكم ومقدرين جميل تفهمكم .

وتقبلوا خالص تحياتي ..

عميد كلية التربية

عبدالله ابراهيم العميدان
 د. عبدالله ابراهيم العميدان

نواف /

د. خوارزمي - مدير المبنى

أ. ط. الحارث خفاجه له منظره في رجب

ز. بارح

أ. ع. ع

أ. د. محمد الخلو

محمد

- ١- أ. رياض
- ٢- أ. حائل
- ٣- أ. الشريم
- ٤- أ. كزيب
- ٥- أ. أ. أ.

بسم الله الرحمن الرحيم

الرقم ٢٥٠ / ١١ / ٢٠١٠
التاريخ ١٠ / ١١ / ١٤٠٠
المشروعات

الملك محمد بن عبد العزيز
وزارة المعارف

التوجيه العربي والتدريب

الموضوع : تسهيل مهمة باحث

المحترم	سماعة مدير عام التعليم بمنطقة الرياض
..	..... بالمنطقة الغربية
..	..... بالمنطقة الشرقية
..	..... التعليم بمنطقة أسيا
..	..... حافل

السلام عليكم ورحمة الله وبركاته وحده :-

يرفقه صورة من خطاب السيد كلفة التوجيه بجامعة الملك سعود رقم ٢٠ / ٦٢ بتاريخ ١٠ / ١١ / ١٤٠٠ هـ بشأن طلب تسهيل مهمة صحت الكلفة السيد / عبد الرحمن محمد الشعلان الذي يقوم في هذه الفترة بجمع المعلومات اللازمة لبحث الدكتوراء وطوائف (أهداف تدريس المواد الاجتماعية في المدارس المتوسطة في الملك العربية السعودية) .

آمل التعاون معكم .

ولكم تحياتي الطيبة ..

١٤٠٠ / ١١

وكيل الوزارة المساعد لشؤون المعلمين

محمد إبراهيم أبو طه

١ / ١١ / ١٤٠٠

لزموا طوعاً وكرهاً ودرى اذ ايك
أرجو حسن مؤنة برفق بيد الرحمن لكل
صمكن مع لعداى اعلمى
١٤٠٠ / ١١ / ١٥

بسم الله الرحمن الرحيم

المملكة العربية السعودية

وزارة التعليم العالي

جامعة الملك سعود

King Saud University
The King Fahd University of Petroleum & Minerals

King Saud University
University of Riyadh

الرقم : / / ١٤

التاريخ : / / ١٤

المرفقات : / / ١٤

الموضوع : / / ١٤

كلية التربية

مكتب العميد

سعادة الدكتور مدير عام المناهج والابحاث والكتب
الهيئة العامة لتعليم البعثات

السلام عليكم ورحمة الله وبركاته ، وبعد

حيث أن مبعوث الكلية السيد / عبدالرحمن محمد الشعوان يقوم في
هذه الفترة بجمع المعلومات اللازمة لبحث الدكتوراه والذي عنوانه
(أهداف تدريس المواد الاجتماعية في المدارس المتوسطة في المملكة
العربية السعودية) . نرجو التكرم بتوجيه من يلزم في ادارتكم
لتقديم المساعدة اللازمة ليتمكن من انهاء مهمته .

شاكرين حسن تعاونكم ومقدرين جميل تطهركم .

وتقبلوا خالص تحياتي ،،

عميد كلية التربية

عبدالله ابراهيم الممدان

نواف /

الخف مديرة صفه المناهج والكتب
لتدريس المناهج والكتب
التعليم مجال بحثه بالتعاون مع
الخف

$\frac{1}{2} \times 40 \times 50$
 $q = 2.5 / 10$

مسودة للمناهج والبحوث مع الاساس / البنسـا .

APPENDIX C

**TABLES OF RANK ORDER OF GOAL STATEMENTS,
ACCORDING TO DEMOGRAPHIC CHARACTERISTICS
OF RESPONDENTS**

Table C1.--Rank order for all goal statements from very important to very unimportant, and from very often to never, as perceived by males.

IMPORTANCE					IMPLEMENTATION				
Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases	Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases
6	1	4.889	.413	198	10	1	4.326	.779	193
10	2	4.856	.406	195	16	2	4.171	.894	193
21	3	4.848	.501	198	7	3	4.082	.968	196
35	4	4.828	.463	198	21	4	4.066	.950	196
7	5	4.828	.452	198	6	5	4.031	1.076	196
8	6	4.813	.514	198	35	6	3.985	1.030	196
16	7	4.806	.510	196	8	7	3.964	1.004	196
1	8	4.763	.560	198	11	8	3.811	1.023	196
27	9	4.726	.531	197	25	9	3.781	.976	196
25	10	4.712	.590	198	26	10	3.687	1.010	195
11	11	4.619	.608	197	27	11	3.656	1.030	195
26	12	4.604	.659	197	22	12	3.554	1.026	195
22	13	4.548	.703	197	1	13	3.480	1.035	196
17	14	4.539	.816	193	37	14	3.462	1.095	195
37	15	4.503	.740	197	9	15	3.394	1.026	193
38	16	4.497	.747	197	17	16	3.361	1.342	191
36	17	4.492	.726	197	34	17	3.337	1.032	196
9	18	4.487	.706	195	41	18	3.309	1.159	194
41	19	4.469	.761	196	3	19	3.251	1.022	195
34	20	4.419	.813	198	31	20	3.245	1.223	192
20	21	4.416	.728	197	36	21	3.226	1.131	195
15	22	4.396	.812	197	24	22	3.191	1.038	194
3	23	4.391	.703	197	38	23	3.190	1.084	195
24	24	4.391	.830	197	15	24	3.179	1.132	195
23	25	4.381	.816	197	20	25	3.164	1.164	195
28	26	4.303	.906	195	28	26	3.114	1.122	193
12	27	4.273	.752	198	23	27	3.015	1.086	195
40	28	4.265	.929	196	12	28	3.005	.992	195
29	29	4.264	.948	197	40	29	2.933	1.154	195
5	30	4.249	.968	193	18	30	2.926	1.172	188
31	31	4.222	1.001	194	29	31	2.881	1.097	194
39	32	4.133	.924	196	30	32	2.881	1.090	193
18	33	4.109	.870	192	5	33	2.793	1.159	193
30	34	4.051	1.036	196	14	34	2.790	1.104	195
33	35	3.980	.971	196	4	35	2.734	1.129	192
14	36	3.970	.984	197	2	36	2.714	1.042	192
4	37	3.944	.988	196	33	37	2.680	1.078	194
32	38	3.933	.982	194	32	38	2.672	1.079	192
13	39	3.883	.923	196	39	39	2.655	1.087	194
2	40	3.784	.191	194	13	40	2.649	1.039	194
19	41	3.769	.965	195	19	41	2.613	1.115	194

Table C2.--Rank order for all goal statements from very important to very unimportant, and from very often to never, as perceived by females.

IMPORTANCE					IMPLEMENTATION				
Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases	Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases
16	1	4.923	.283	222	10	1	4.623	.764	220
10	2	4.923	.380	221	16	2	4.385	.880	221
6	3	4.896	.397	221	6	3	4.277	.989	220
21	4	4.886	.359	220	21	4	4.225	.974	218
8	5	4.851	.496	221	7	5	4.223	.927	220
7	6	4.800	.454	220	8	6	4.205	.993	220
35	7	4.795	.447	220	35	7	4.110	1.021	219
1	8	4.755	.552	220	11	8	4.055	.992	220
11	9	4.738	.543	221	27	9	3.964	1.070	221
27	10	4.725	.539	222	26	10	3.964	1.031	221
25	11	4.725	.573	222	25	11	3.955	1.043	221
26	12	4.671	.627	222	22	12	3.849	1.054	219
22	13	4.665	.608	221	1	13	3.650	1.113	217
15	14	4.564	.696	220	24	14	3.641	1.095	220
38	15	4.563	.726	222	15	15	3.612	1.219	219
9	16	4.529	.717	221	31	16	3.583	1.162	218
34	17	4.509	.754	222	41	17	3.560	1.211	216
24	18	4.498	.705	221	9	18	3.541	1.112	220
41	19	4.493	.806	217	37	19	3.525	1.081	219
31	20	4.464	.807	220	38	20	3.523	1.287	220
36	21	4.457	.759	221	34	21	3.493	1.220	221
40	22	4.457	.771	221	23	22	3.440	1.244	218
23	23	4.455	.795	220	36	23	3.432	1.131	220
18	24	4.416	.799	214	40	24	3.418	1.241	220
37	25	4.394	.788	221	18	25	3.390	1.178	210
20	26	4.377	.849	220	28	26	3.373	1.249	217
17	27	4.373	1.043	217	3	27	3.363	1.067	215
3	28	4.333	.853	219	20	28	3.342	1.287	219
28	29	4.311	.843	219	17	29	3.256	1.412	215
5	30	4.275	.930	218	14	30	3.183	1.304	219
39	31	4.266	.855	218	12	31	3.141	1.160	220
29	32	4.249	.872	221	4	32	3.094	1.236	213
30	33	4.239	.976	222	39	33	3.078	1.261	217
12	34	4.213	.823	221	30	34	3.055	1.270	220
4	35	4.201	1.013	214	5	35	3.046	1.223	216
14	36	4.145	.954	220	29	36	3.041	1.204	218
32	37	4.028	.940	218	32	37	3.009	1.169	216
33	38	3.955	1.008	221	33	38	2.973	1.181	219
13	39	3.885	1.007	218	13	39	2.796	1.270	216
19	40	3.827	1.045	214	19	40	2.712	1.195	212
2	41	3.648	1.104	219	2	41	2.472	1.124	218

Table C3.--Rank order for all goal statements from very important to very unimportant, and from very often to never, as perceived by urban participants.

IMPORTANCE					IMPLEMENTATION				
Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases	Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases
6	1	4.879	.411	289	10	1	4.466	.804	283
16	2	4.878	.395	288	16	2	4.331	.855	284
10	3	4.871	.444	286	7	3	4.129	.974	286
21	4	4.840	.482	288	6	4	4.126	1.059	286
7	5	4.819	.444	288	21	5	4.116	1.011	284
35	6	4.810	.451	289	35	6	4.101	.981	286
8	7	4.806	.544	289	8	7	4.049	1.021	286
1	8	4.750	.572	288	25	8	3.875	1.023	287
27	9	4.730	.549	289	11	9	3.857	1.048	286
25	10	4.686	.613	290	27	10	3.832	1.076	286
11	11	4.677	.587	288	26	11	3.829	1.067	286
26	12	4.599	.696	289	22	12	3.651	1.107	284
22	13	4.576	.704	288	1	13	3.574	1.095	284
38	14	4.509	.741	289	41	14	3.527	1.210	281
9	15	4.497	.743	286	37	15	3.519	1.118	285
41	16	4.496	.782	284	24	16	3.461	1.081	284
15	17	4.463	.760	287	9	17	3.438	1.107	283
36	18	4.455	.768	288	34	18	3.418	1.137	287
37	19	4.450	.763	289	15	19	3.405	1.216	284
24	20	4.444	.786	288	38	20	3.404	1.228	285
17	21	4.438	.962	281	31	21	3.399	1.224	281
34	22	4.428	.804	290	36	22	3.375	1.161	285
23	23	4.422	.853	287	20	23	3.306	1.264	284
20	24	4.404	.817	287	28	24	3.270	1.192	282
40	25	4.348	.867	287	17	25	3.267	1.399	277
31	26	4.319	.934	285	40	26	3.256	1.259	285
18	27	4.302	.885	281	3	27	3.256	1.055	281
28	28	4.297	.894	286	23	28	3.240	1.229	283
3	29	4.293	.831	287	18	29	3.222	1.201	275
5	30	4.260	.967	281	12	30	3.073	1.098	286
29	31	4.246	.949	289	5	31	3.007	1.256	280
12	32	4.232	.798	289	30	32	3.004	1.208	284
39	33	4.211	.883	285	14	33	2.993	1.235	284
30	34	4.111	1.009	288	29	34	2.979	1.173	284
4	35	4.100	.979	280	39	35	2.965	1.228	282
14	36	4.063	.962	287	4	36	2.949	1.189	275
33	37	3.983	1.012	287	32	37	2.850	1.182	280
32	38	3.961	.960	284	33	38	2.820	1.145	283
13	39	3.905	.978	284	13	39	2.721	1.186	280
19	40	3.781	1.076	283	19	40	2.706	1.178	279
2	41	3.700	1.051	283	2	41	2.596	1.113	280

Table C4.--Rank order for all goal statements from very important to very unimportant, and from very often to never, as perceived by rural participants.

IMPORTANCE					IMPLEMENTATION				
Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases	Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases
10	1	4.938	.241	130	10	1	4.523	.739	130
21	2	4.931	.284	130	6	2	4.238	.987	130
6	3	4.923	.386	130	21	3	4.223	.856	130
8	4	4.892	.399	130	7	4	4.215	.889	130
16	5	4.846	.440	130	16	5	4.185	.963	130
35	6	4.814	.464	129	8	6	4.185	.963	130
7	7	4.800	.472	130	11	7	4.123	.907	130
25	8	4.792	.493	130	35	8	3.938	1.116	129
1	9	4.777	.517	130	25	9	3.869	.999	130
26	10	4.731	.495	130	26	10	3.846	.944	130
27	11	4.715	.502	130	22	11	3.838	.905	130
11	12	4.692	.555	130	27	12	3.792	1.032	130
22	13	4.685	.529	130	1	13	3.558	1.045	129
38	14	3.585	.724	130	9	14	3.546	.997	130
34	15	4.554	.727	130	31	15	3.481	1.153	129
9	16	4.538	.637	130	37	16	3.442	1.015	129
15	17	4.531	.749	130	3	17	3.426	1.021	129
36	18	4.515	.685	130	34	18	3.423	1.140	130
3	19	4.512	.651	129	15	19	3.415	1.160	130
17	20	4.481	.911	129	17	20	3.388	1.336	129
24	21	4.454	.727	130	24	21	3.362	1.114	130
41	22	4.450	.790	129	38	22	3.285	1.156	130
37	23	4.434	.779	129	41	23	3.256	1.134	129
31	24	4.419	.854	129	36	24	3.246	1.072	130
23	25	4.415	.691	130	23	25	3.238	1.105	130
40	26	4.408	.823	130	28	26	3.211	1.208	128
20	27	4.377	.739	130	20	27	3.154	1.158	130
28	28	4.238	.824	128	12	28	3.085	1.061	129
29	29	4.279	.810	129	18	29	3.057	1.183	123
5	30	4.269	.905	130	40	30	3.046	1.133	130
12	31	4.262	.773	130	14	31	3.008	1.217	130
30	32	4.238	1.002	130	29	32	2.938	1.123	129
18	33	4.200	.751	125	30	33	2.907	1.155	129
39	34	4.186	.908	129	4	34	2.869	1.222	130
14	35	4.062	.994	130	33	35	2.869	1.137	130
32	36	4.031	.963	128	32	36	2.852	1.043	128
4	37	4.031	1.071	130	5	37	2.752	1.046	129
33	38	3.931	.942	130	13	38	2.738	1.131	130
19	39	3.841	.833	126	39	39	2.690	1.117	129
13	40	3.838	.947	130	19	40	2.575	1.109	127
2	41	3.738	.961	130	2	41	2.562	1.049	130

Table C5.--Rank order for all goal statements from very important to very unimportant, and from very often to never, as perceived by teachers.

IMPORTANCE					IMPLEMENTATION				
Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases	Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases
10	1	4.900	.356	279	10	1	4.525	.786	278
6	2	4.887	.423	282	16	2	4.319	.907	279
21	3	4.886	.389	281	21	3	4.233	.952	279
16	4	4.868	.415	281	7	4	4.210	.919	281
35	5	4.819	.446	281	6	5	4.206	1.079	281
7	6	4.819	.446	281	8	6	4.139	1.024	281
8	7	4.812	.530	282	35	7	4.129	1.036	280
27	8	4.733	.517	281	11	8	3.972	1.048	281
25	9	4.713	.578	282	25	9	3.950	1.002	281
1	10	4.712	.603	281	26	10	3.875	1.069	280
11	11	4.683	.582	281	27	11	3.871	1.116	280
26	12	4.637	.646	281	22	12	3.836	1.034	280
22	13	4.631	.636	282	1	13	3.604	1.079	278
34	14	4.539	.675	282	9	14	3.576	1.098	278
38	15	4.511	.741	282	34	15	3.569	1.142	281
9	16	4.502	.734	279	24	16	3.546	1.090	280
15	17	4.486	.707	282	41	17	3.542	1.200	275
24	18	4.484	.737	281	37	18	3.536	1.090	278
41	19	4.464	.788	276	31	19	3.535	1.188	275
36	20	4.443	.769	280	15	20	3.520	1.198	281
23	21	4.434	.777	281	38	21	3.439	1.209	280
17	22	4.405	1.020	274	36	22	3.391	1.148	279
37	23	4.400	.774	280	23	23	3.369	1.210	279
40	24	4.382	.834	280	20	24	3.354	1.256	280
31	25	4.372	.853	277	40	25	3.350	1.221	280
20	26	4.365	.821	282	17	26	3.349	1.419	272
28	27	4.290	.851	279	28	27	3.325	1.220	277
3	28	4.281	.817	281	18	28	3.325	1.213	268
29	29	4.278	.858	281	3	29	3.273	1.067	278
5	30	4.263	.969	278	12	30	3.136	1.109	280
18	31	4.253	.865	273	29	31	3.130	1.191	277
12	32	4.216	.804	282	30	32	3.108	1.197	278
30	33	4.210	.935	281	14	33	3.089	1.274	280
39	34	4.181	.878	277	5	34	3.007	1.263	277
14	35	4.057	1.002	281	39	35	3.004	1.220	276
4	36	4.043	1.030	276	32	35	2.985	1.156	275
32	37	3.935	.918	277	4	37	2.974	1.322	274
33	38	3.915	.982	281	33	38	2.878	1.187	279
13	39	3.882	.995	279	13	39	2.781	1.222	278
19	40	3.771	1.054	275	19	40	2.682	1.216	274
2	41	3.592	1.058	277	2	41	2.540	1.123	276

Table C6.--Rank order for all goal statements from very important to very unimportant, and from very often to never, as perceived by supervisors.

IMPORTANCE					IMPLEMENTATION				
Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases	Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases
8	1	5.000	.000	41	10	1	4.475	.816	40
16	2	4.976	.154	42	16	2	4.268	.895	41
1	3	4.929	.342	42	8	3	4.075	.859	40
6	4	4.927	.346	41	21	4	4.075	1.047	40
25	5	4.857	.417	42	11	5	4.050	.986	40
7	6	4.854	.422	41	35	6	4.049	1.048	41
21	7	4.829	.587	41	7	7	4.025	1.074	40
10	8	4.829	.667	41	6	8	3.950	1.061	40
15	9	4.800	.405	40	25	9	3.902	1.068	41
27	10	4.786	.520	42	27	10	3.659	.990	41
35	11	4.786	.470	42	26	11	3.659	.911	41
3	12	4.762	.431	42	3	12	3.575	1.059	40
26	13	4.762	.532	42	1	13	3.488	1.052	41
37	14	4.643	.727	42	37	14	3.415	1.140	41
9	15	4.634	.623	41	22	15	3.400	1.081	40
11	16	4.634	.581	41	41	16	3.293	1.365	41
22	17	4.610	.703	41	24	17	3.275	.960	40
41	18	4.571	.859	42	36	18	3.244	1.019	41
38	19	4.571	.737	42	15	19	3.231	1.180	39
24	20	4.524	.740	42	31	20	3.220	1.107	41
40	21	4.500	.890	42	9	21	3.175	.984	40
17	22	4.488	.746	41	38	22	3.122	1.122	41
20	23	4.488	.746	41	23	23	3.100	.008	40
23	24	4.488	.746	41	20	24	3.075	.141	40
36	25	4.476	.740	42	28	25	3.050	.197	40
12	26	4.439	.709	41	17	26	3.050	.280	40
4	27	4.415	.670	41	34	27	2.976	.084	41
34	28	4.405	.964	42	12	28	2.925	.163	40
5	29	4.400	.841	40	18	29	2.921	.075	38
18	30	4.385	.633	39	4	30	2.875	.067	40
28	31	4.317	1.059	41	40	31	2.854	.062	41
39	32	4.286	1.043	42	2	32	2.854	.062	41
29	33	4.238	1.078	42	14	33	2.850	.075	40
31	34	4.214	1.138	42	32	34	2.683	.150	41
14	35	4.146	.792	41	33	35	2.675	.997	40
2	36	4.119	.916	42	39	36	2.610	.159	41
32	37	4.071	1.068	42	19	37	2.600	.955	40
13	38	4.000	.894	41	30	38	2.585	1.095	41
30	39	4.000	1.189	42	5	39	2.564	.912	39
33	40	4.000	1.072	41	29	40	2.488	.952	41
19	41	3.902	.831	41	13	41	2.475	.960	40

Table C7.--Rank order for all goal statements from very important to very unimportant, and from very often to never, as perceived by principals.

IMPORTANCE					IMPLEMENTATION				
Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases	Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases
6	1	4.889	.381	90	10	1	4.348	.770	89
10	2	4.889	.350	90	16	2	4.169	.856	89
21	3	4.822	.488	90	6	3	4.112	.897	89
8	4	4.811	.538	90	7	4	4.045	.988	89
16	5	4.811	.472	90	8	5	3.966	1.016	89
1	6	4.809	.474	89	21	6	3.933	.963	89
35	7	4.787	.488	90	35	7	3.795	.973	88
7	8	4.767	.498	90	11	8	3.787	.910	89
11	9	4.689	.574	90	26	9	3.753	.957	89
27	10	4.656	.603	90	27	10	3.708	.920	89
25	11	4.656	.656	90	25	11	3.596	1.008	89
17	12	4.578	.779	90	1	12	3.455	1.113	89
26	13	4.567	.688	90	22	13	3.427	1.021	89
38	14	4.556	.736	90	37	14	3.360	1.058	89
36	15	4.533	.674	90	17	15	3.303	1.309	89
22	16	4.522	.707	90	3	16	3.276	.985	87
41	17	4.478	.753	90	9	17	3.236	1.000	89
9	18	4.467	.690	90	31	18	3.225	1.232	89
37	19	4.456	.767	90	41	19	3.180	1.061	89
20	20	4.438	.722	89	36	20	3.157	1.117	89
3	21	4.398	.766	88	15	21	3.146	1.183	89
15	22	4.344	.973	90	34	22	3.124	1.064	89
28	23	4.337	.865	89	24	23	3.124	1.096	89
31	24	4.333	.972	90	28	24	3.080	1.116	89
23	25	4.311	.920	90	38	25	3.079	1.199	89
24	26	4.289	.864	90	20	26	3.045	1.177	89
34	27	4.267	.958	90	12	27	2.955	.988	89
18	28	4.258	.873	89	23	28	2.888	1.143	89
40	29	4.222	.897	90	40	29	2.831	1.218	89
12	30	4.211	.772	90	18	30	2.828	1.091	87
39	31	4.200	.864	90	5	31	2.818	1.089	88
5	32	4.193	.933	88	4	32	2.779	1.172	86
29	33	4.167	.986	90	33	33	2.764	1.066	89
33	34	4.067	.981	90	14	34	2.753	1.121	89
32	35	4.056	1.037	89	30	35	2.708	1.150	89
4	36	4.011	1.056	88	13	36	2.644	1.078	87
30	37	4.011	1.137	90	29	37	2.641	1.014	89
14	38	3.989	.954	90	19	38	2.628	1.074	86
2	39	3.843	.891	89	39	39	2.584	1.096	89
19	40	3.793	.929	87	2	40	2.545	.993	88
13	41	3.787	.910	89	32	41	2.511	1.017	88

Table C8.--Rank order for all goal statements from very important to very unimportant, and from very often to never, as perceived by superintendents.

IMPORTANCE					IMPLEMENTATION				
Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases	Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases
27	1	5.000	.000	6	10	1	4.667	.516	6
14	2	5.000	.000	5	16	2	4.600	.548	5
35	3	5.000	.000	6	26	3	4.333	.816	6
6	4	5.000	.000	6	22	4	4.200	.837	5
40	5	5.000	.000	5	27	5	4.167	.753	6
21	6	5.000	.000	6	1	6	4.167	.408	6
37	7	5.000	.000	6	35	7	4.167	.753	6
1	8	5.000	.000	6	25	8	4.167	.753	6
36	9	5.000	.000	6	37	9	4.167	.753	6
16	10	5.000	.000	5	6	10	4.167	.753	6
38	11	5.000	.000	5	7	11	4.167	.753	6
7	12	5.000	.000	6	9	12	4.167	.408	6
23	13	5.000	.000	5	36	13	4.000	1.265	6
10	14	5.000	.000	6	11	14	4.000	.894	6
22	15	5.000	.000	5	21	15	4.000	.632	6
8	16	5.000	.000	6	34	16	3.833	.753	6
25	17	5.000	.000	6	8	17	3.833	.753	6
26	18	5.000	.000	6	41	18	3.800	.837	5
11	19	4.833	.408	6	3	19	3.800	.447	6
33	20	4.800	.447	5	28	20	3.800	.837	6
3	21	4.800	.447	5	24	21	3.600	1.140	6
41	22	4.800	.447	5	38	22	3.600	.894	6
13	23	4.800	.447	5	2	23	3.600	.548	6
29	24	4.800	.447	5	29	24	3.600	.894	6
39	25	4.800	.447	5	14	25	3.400	1.140	6
32	26	4.750	.500	4	39	26	3.400	1.140	6
9	27	4.667	.516	6	23	27	3.400	1.140	6
28	28	4.600	.548	5	30	28	3.400	1.140	6
20	29	4.600	.894	5	40	29	3.400	1.140	6
31	30	4.600	.894	5	5	30	3.200	.837	6
2	31	4.600	.548	5	15	31	3.200	.837	6
30	32	4.600	.548	5	20	32	3.200	1.304	6
18	33	4.600	.894	5	13	33	3.200	.837	6
24	34	4.600	.548	5	12	34	3.167	.753	6
34	35	4.500	.837	6	33	35	3.000	1.000	5
12	36	4.500	.837	6	4	36	3.000	.707	5
19	37	4.500	.837	6	17	37	3.000	1.225	5
5	38	4.400	.894	5	19	38	2.833	.983	6
15	39	4.400	.548	5	18	39	2.800	1.643	5
4	40	4.400	.894	5	32	40	2.750	.957	4
17	41	4.400	.894	5	31	41	2.600	1.517	5

Table C9.--Rank order for all goal statements from very important to very unimportant, and from very often to never, as perceived by Eastern Province.

IMPORTANCE					IMPLEMENTATION				
Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases	Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases
16	1	4.926	.300	95	10	1	4.479	.800	94
10	2	4.904	.361	94	16	2	4.362	.890	94
21	3	4.903	.363	93	6	3	4.245	1.023	94
6	4	4.894	.427	94	21	4	4.215	.919	93
35	5	4.863	.402	95	7	5	4.191	.846	94
8	6	4.830	.561	94	35	6	4.179	1.010	95
7	7	4.817	.441	93	8	7	4.074	.975	94
26	8	4.789	.503	95	11	8	4.021	.916	94
27	9	4.758	.520	95	26	9	3.968	1.005	95
1	10	4.713	.598	94	27	10	3.874	1.113	95
25	11	4.695	.603	95	25	11	3.874	1.013	95
22	12	4.691	.587	94	22	12	3.723	.999	94
11	13	4.681	.590	94	1	13	3.500	1.024	94
34	14	4.579	.693	95	37	14	3.489	1.143	94
15	15	4.559	.744	93	41	15	3.453	1.165	95
38	16	4.558	.754	95	9	16	3.436	1.053	94
24	17	4.558	.740	95	15	17	3.430	1.183	93
36	18	4.526	.697	95	31	18	3.398	1.320	93
41	19	4.505	.824	95	24	19	3.383	1.118	94
40	20	4.489	.813	94	34	20	3.368	1.102	95
9	21	4.468	.826	94	36	21	3.274	1.125	95
37	22	4.447	.784	94	40	22	3.232	1.198	95
20	23	4.415	.739	94	18	23	3.191	1.260	89
31	24	4.387	.897	93	20	24	3.191	1.264	94
23	25	4.362	.902	94	38	25	3.179	1.220	95
5	26	4.337	.964	92	3	26	3.161	1.066	93
18	27	4.333	.821	90	12	27	3.117	1.172	94
28	28	4.330	.932	94	28	28	3.096	1.287	94
12	29	4.309	.855	94	17	29	3.096	1.489	94
29	30	4.305	.864	95	23	30	3.074	1.272	94
3	31	4.287	.863	94	29	31	2.947	1.133	95
17	32	4.287	1.224	94	14	32	2.915	1.284	94
30	33	4.232	1.066	95	5	33	2.848	1.213	92
39	34	4.168	1.088	95	4	34	2.826	1.154	92
4	35	4.120	1.004	92	39	35	2.821	1.211	95
33	36	4.075	1.106	93	30	36	2.811	1.274	95
32	37	4.011	1.052	94	33	37	2.785	1.232	93
14	38	3.979	1.117	94	32	38	2.766	1.231	94
13	39	3.860	1.099	93	13	39	2.634	1.300	93
19	40	3.778	1.089	90	2	40	2.570	1.165	93
2	41	3.777	1.079	94	19	41	2.567	1.132	90

Table C10.--Rank order for all goal statements from very important to very unimportant, and from very often to never, as perceived by Central Province.

IMPORTANCE					IMPLEMENTATION				
Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases	Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases
8	1	4.900	.398	90	10	1	4.425	.923	87
16	2	4.865	.457	89	16	2	4.281	.879	89
21	3	4.844	.539	90	8	3	4.067	1.036	90
6	4	4.822	.572	90	21	4	4.022	1.132	90
10	5	4.805	.587	87	6	5	3.978	1.161	90
7	6	4.789	.486	90	7	6	3.956	1.101	90
25	7	4.756	.547	90	11	7	3.944	1.021	90
27	8	4.744	.552	90	25	8	3.889	1.033	90
35	9	4.722	.541	90	35	9	3.878	1.160	90
11	10	4.719	.584	89	26	10	3.778	1.025	90
1	11	4.674	.687	89	27	11	3.778	1.099	90
22	12	4.618	.699	89	22	12	3.517	1.119	89
15	13	4.573	.620	89	15	13	3.449	1.206	89
17	14	4.536	.884	84	17	14	3.429	1.373	84
38	15	4.528	.659	89	18	15	3.414	1.073	87
26	16	4.511	.723	90	38	16	3.404	1.213	89
9	17	4.500	.695	88	34	17	3.400	1.296	90
23	18	4.494	.693	89	24	18	3.382	1.153	89
24	19	4.494	.676	89	31	19	3.382	1.163	89
36	20	4.456	.767	90	9	20	3.364	1.063	88
28	21	4.448	.759	87	37	21	3.360	1.110	89
20	22	4.443	.771	88	1	22	3.360	1.025	89
37	23	4.438	.797	89	41	23	3.302	1.293	86
31	24	4.438	.839	89	20	24	3.292	1.199	89
41	25	4.430	.819	86	28	25	3.253	1.213	87
34	26	4.356	.878	90	3	26	3.225	1.074	89
18	27	4.352	.788	88	23	27	3.225	1.194	89
5	28	4.345	.913	87	36	28	3.222	1.188	90
39	29	4.333	.773	87	40	29	3.125	1.285	89
29	30	4.330	.827	88	4	30	3.116	1.172	89
40	31	4.330	.854	88	30	31	3.022	1.128	89
3	32	4.292	.842	89	14	32	2.989	1.210	89
12	33	4.233	.720	90	12	33	2.944	1.952	90
4	34	4.195	.900	87	32	34	2.933	1.166	89
30	35	4.180	.847	89	29	35	2.909	1.210	88
14	36	4.135	.828	89	5	36	2.888	1.256	89
32	37	4.079	.829	89	19	37	2.818	1.160	88
33	38	4.000	.866	89	39	38	2.816	1.308	87
19	39	3.989	.869	87	33	39	2.775	1.095	89
13	40	3.828	.905	87	13	40	2.770	1.128	87
2	41	3.670	1.162	88	2	41	2.414	1.073	87

Table C11.--Rank order for all goal statements from very important to very unimportant, and from very often to never, as perceived by Western Province.

IMPORTANCE					IMPLEMENTATION				
Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases	Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases
10	1	4.929	.296	98	10	1	4.438	.805	96
6	2	4.908	.324	98	7	2	4.198	.878	96
35	3	4.906	.358	96	16	3	4.179	.956	95
8	4	4.888	.348	98	6	4	4.177	.871	96
21	5	4.878	.387	98	8	5	4.146	.995	96
1	6	4.878	.359	98	35	6	4.106	1.000	94
16	7	4.876	.389	97	21	7	4.063	.954	95
7	8	4.837	.447	98	27	8	3.833	.948	96
27	9	4.735	.466	98	22	9	3.789	1.020	95
25	10	4.724	.622	98	11	10	3.771	1.100	96
11	11	4.724	.449	98	25	11	3.760	.960	96
22	12	4.673	.533	98	26	12	3.726	1.036	95
26	13	4.660	.627	97	9	13	3.611	1.075	95
9	14	4.649	.541	97	1	14	3.596	1.139	94
38	15	4.592	.758	98	38	15	3.526	1.245	95
17	16	4.573	.722	96	37	16	3.516	1.030	95
41	17	4.526	.792	97	31	17	3.505	1.138	93
23	18	4.515	.765	97	41	18	3.484	1.193	95
15	19	4.510	.646	98	24	19	3.389	.982	95
3	20	4.505	.679	97	34	20	3.385	1.080	96
34	21	4.480	.789	98	23	21	3.372	1.143	94
37	22	4.469	.692	98	15	22	3.365	1.144	96
36	23	4.464	.791	97	28	23	3.344	1.175	93
24	24	4.423	.762	97	3	24	3.344	1.078	93
18	25	4.379	.687	95	36	25	3.337	1.145	95
20	26	4.378	.844	98	17	26	3.290	1.403	93
28	27	4.365	.848	96	20	27	3.263	1.222	95
31	28	4.344	.904	96	40	28	3.198	1.236	96
40	29	4.337	.930	98	14	29	3.167	1.194	96
5	30	4.302	.848	96	18	30	3.154	1.135	91
39	31	4.276	.822	98	30	31	3.149	1.182	94
29	32	4.265	.990	98	29	32	3.106	1.121	94
4	33	4.219	1.018	96	12	33	3.063	1.141	96
12	34	4.214	.790	98	5	34	3.022	1.109	92
14	35	4.173	.897	98	33	35	2.968	1.180	95
30	36	4.124	1.102	97	39	36	2.938	1.186	96
33	37	4.051	.935	98	4	37	2.926	1.238	94
32	38	4.000	.934	95	32	38	2.902	1.049	92
19	39	3.947	1.025	95	13	39	2.713	1.170	94
13	40	3.938	.966	97	19	40	2.696	1.229	92
2	41	3.663	.952	95	2	41	2.568	1.088	95

Table C12.--Rank order for all goal statements from very important to very unimportant, and from very often to never, as perceived by Northern Province.

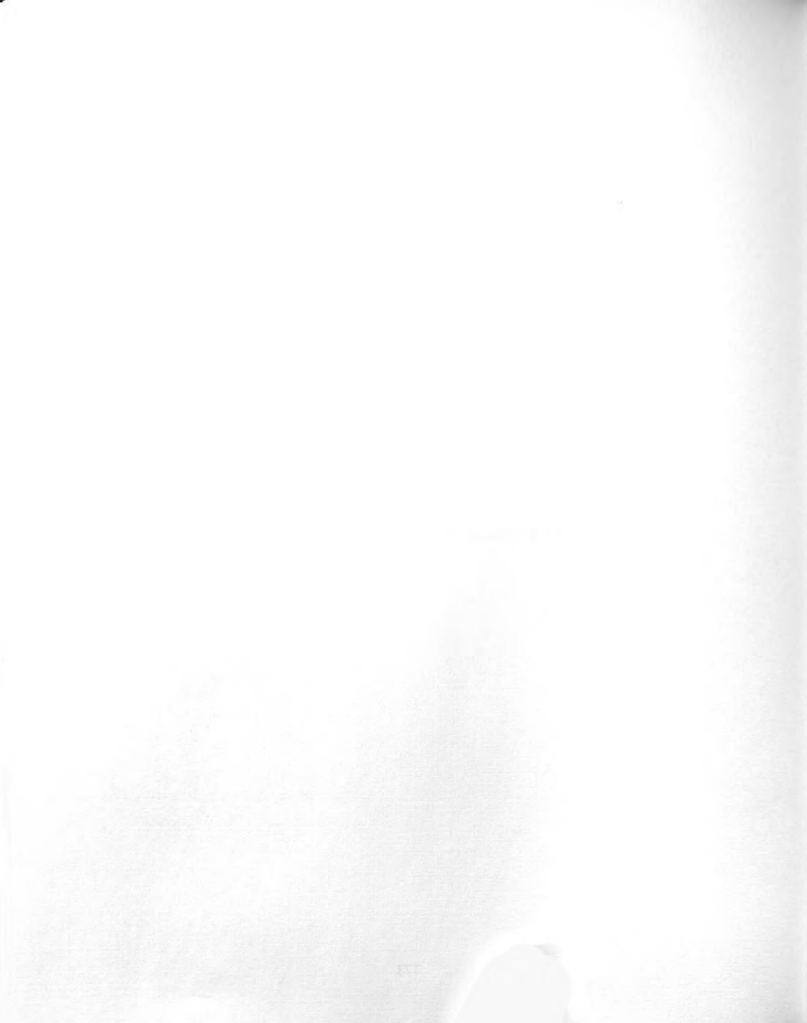
IMPORTANCE					IMPLEMENTATION				
Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases	Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases
21	1	4.909	.348	55	10	1	4.574	.662	54
6	2	4.909	.290	55	21	2	4.407	.922	54
10	3	4.873	.388	55	16	3	4.389	.787	54
35	4	4.764	.429	55	6	4	4.333	.932	54
16	5	4.764	.543	55	8	5	4.259	.955	54
1	6	4.764	.576	55	7	6	4.204	.959	54
7	7	4.745	.517	55	35	7	4.167	.947	54
8	8	4.727	.622	55	11	8	4.093	.937	54
25	9	4.673	.579	55	25	9	4.074	.988	54
27	10	4.648	.649	54	22	10	4.074	.988	54
22	11	4.545	.633	55	26	11	4.000	1.064	54
11	12	4.509	.717	55	27	12	3.906	1.079	53
37	13	4.491	.767	55	1	13	3.870	1.100	54
23	14	4.491	.690	55	37	14	3.796	1.016	54
26	15	4.491	.717	55	36	15	3.759	1.098	54
38	16	4.473	.742	55	3	16	3.717	.948	53
17	17	4.455	.812	55	17	17	3.704	1.223	54
20	18	4.455	.789	55	15	18	3.704	1.283	54
9	19	4.436	.714	55	31	19	3.685	1.146	54
36	20	4.418	.786	55	24	20	3.685	1.179	54
3	21	4.407	.765	54	28	21	3.667	1.064	54
34	22	4.400	.852	55	20	22	3.667	1.289	54
40	23	4.400	.760	55	34	23	3.648	1.012	54
41	24	4.389	.811	54	9	24	3.648	1.216	54
15	25	4.364	.868	55	23	25	3.648	1.067	54
31	26	4.327	.924	55	40	26	3.593	1.206	54
24	27	4.327	.944	55	38	27	3.593	1.141	54
12	28	4.291	.762	55	12	28	3.537	1.077	54
28	29	4.236	.881	55	41	29	3.491	1.203	53
5	30	4.200	1.061	55	14	30	3.333	1.259	54
29	31	4.109	.832	55	30	31	3.315	1.163	54
30	32	4.091	.867	55	5	32	3.278	1.295	54
18	33	4.075	.917	53	18	33	3.269	1.239	52
39	34	4.036	.793	55	29	34	3.241	1.148	54
14	35	4.036	1.071	55	39	35	3.167	1.194	54
13	36	4.000	1.000	55	13	36	3.111	1.176	54
33	37	3.945	.911	55	33	37	3.111	1.110	54
32	38	3.907	1.086	54	4	38	3.094	1.244	53
4	39	3.778	1.093	54	32	39	3.075	1.158	53
2	40	3.709	1.048	55	2	40	2.981	1.157	54
19	41	3.564	1.014	55	19	41	2.870	1.166	54

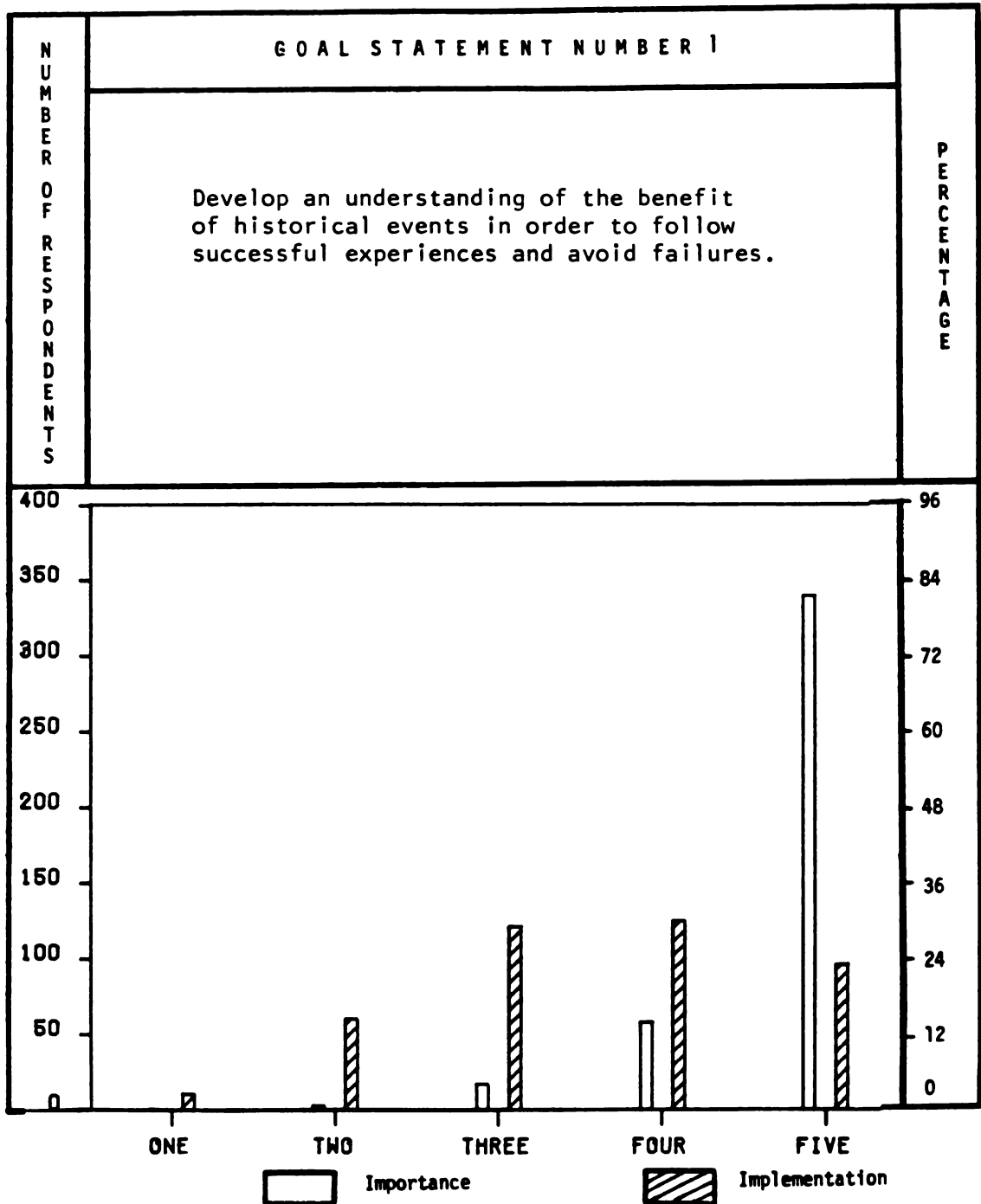
Table C13.--Rank order for all goal statements from very important to very unimportant, and from very often to never, as perceived by Southern Province.

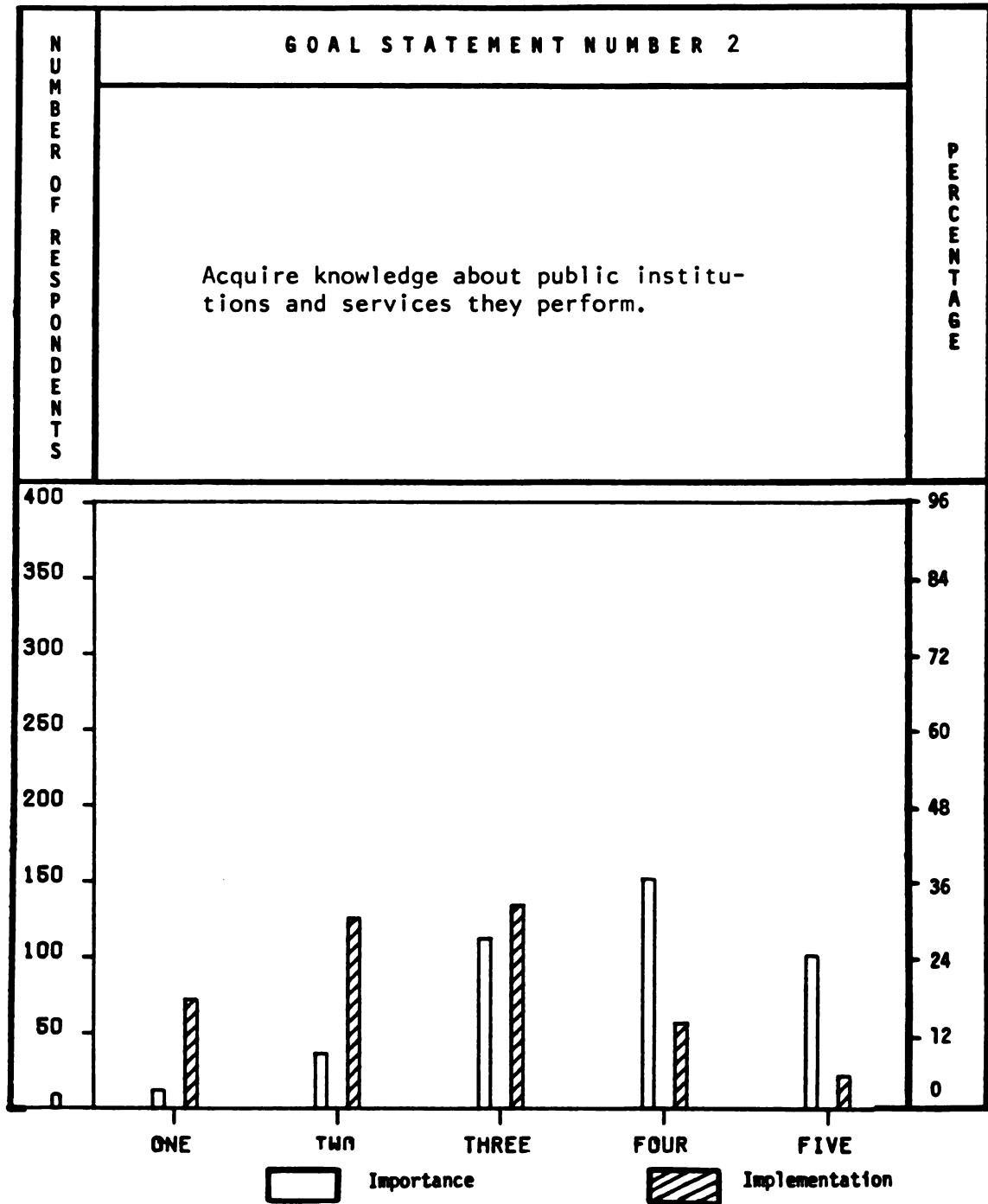
IMPORTANCE					IMPLEMENTATION				
Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases	Goal Statement Number	Rank Order	Mean	S.D.	Valid Cases
6	1	4.939	.287	82	10	1	4.549	.651	82
10	2	4.939	.241	82	16	2	4.256	.900	82
16	3	4.866	.377	82	7	3	4.256	.940	82
7	4	4.854	.389	82	21	4	4.146	.833	82
21	5	4.817	.475	82	6	5	4.134	1.141	82
35	6	4.768	.504	82	8	6	3.963	1.048	82
8	7	4.768	.594	82	35	7	3.951	.955	82
11	8	4.756	.511	82	11	8	3.939	1.046	82
25	9	4.732	.545	82	25	9	3.854	1.079	82
27	10	4.707	.533	82	26	10	3.756	1.025	82
1	11	4.707	.577	82	27	11	3.732	1.089	82
26	12	4.683	.626	82	1	12	3.646	1.082	82
41	13	4.519	.673	81	22	13	3.573	1.054	82
34	14	4.488	.707	82	41	14	3.494	1.119	81
36	15	4.481	.691	82	37	15	3.427	1.089	82
22	16	4.476	.805	82	24	16	3.415	1.054	82
38	17	4.476	.773	82	34	17	3.390	1.141	82
9	18	4.451	.756	82	9	18	3.354	.998	82
17	19	4.407	.946	81	3	19	3.268	.969	82
37	20	4.390	.813	82	36	20	3.247	1.055	81
24	21	4.378	.764	82	31	21	3.235	1.197	81
15	22	4.354	.921	82	38	22	3.207	1.152	82
3	23	4.317	.752	82	15	23	3.195	1.191	82
20	24	4.305	.827	82	17	24	3.173	1.282	81
40	25	4.280	.865	82	28	25	3.049	1.121	82
23	26	4.244	.897	82	20	26	3.024	1.165	82
31	27	4.235	1.003	81	23	27	3.024	1.154	82
29	28	4.207	.991	82	40	28	2.939	1.137	82
12	29	4.171	.814	82	12	29	2.889	.987	81
39	30	4.127	.882	79	18	30	2.835	1.245	79
18	31	4.113	1.019	80	39	31	2.747	1.068	79
28	32	4.110	.916	82	5	32	2.720	1.114	82
30	33	4.098	1.084	82	4	33	2.713	1.182	80
5	34	4.086	.990	81	29	34	2.704	1.134	81
14	35	3.963	.955	81	14	35	2.679	1.149	81
4	36	3.938	1.017	81	30	36	2.679	1.116	81
32	37	3.875	.933	80	32	37	2.650	1.069	80
13	38	3.829	.858	82	33	38	2.622	1.026	82
2	39	3.741	.863	81	13	39	2.549	.996	82
33	40	3.720	1.069	82	2	40	2.543	.936	81
19	41	3.610	.978	82	19	41	2.439	1.067	82

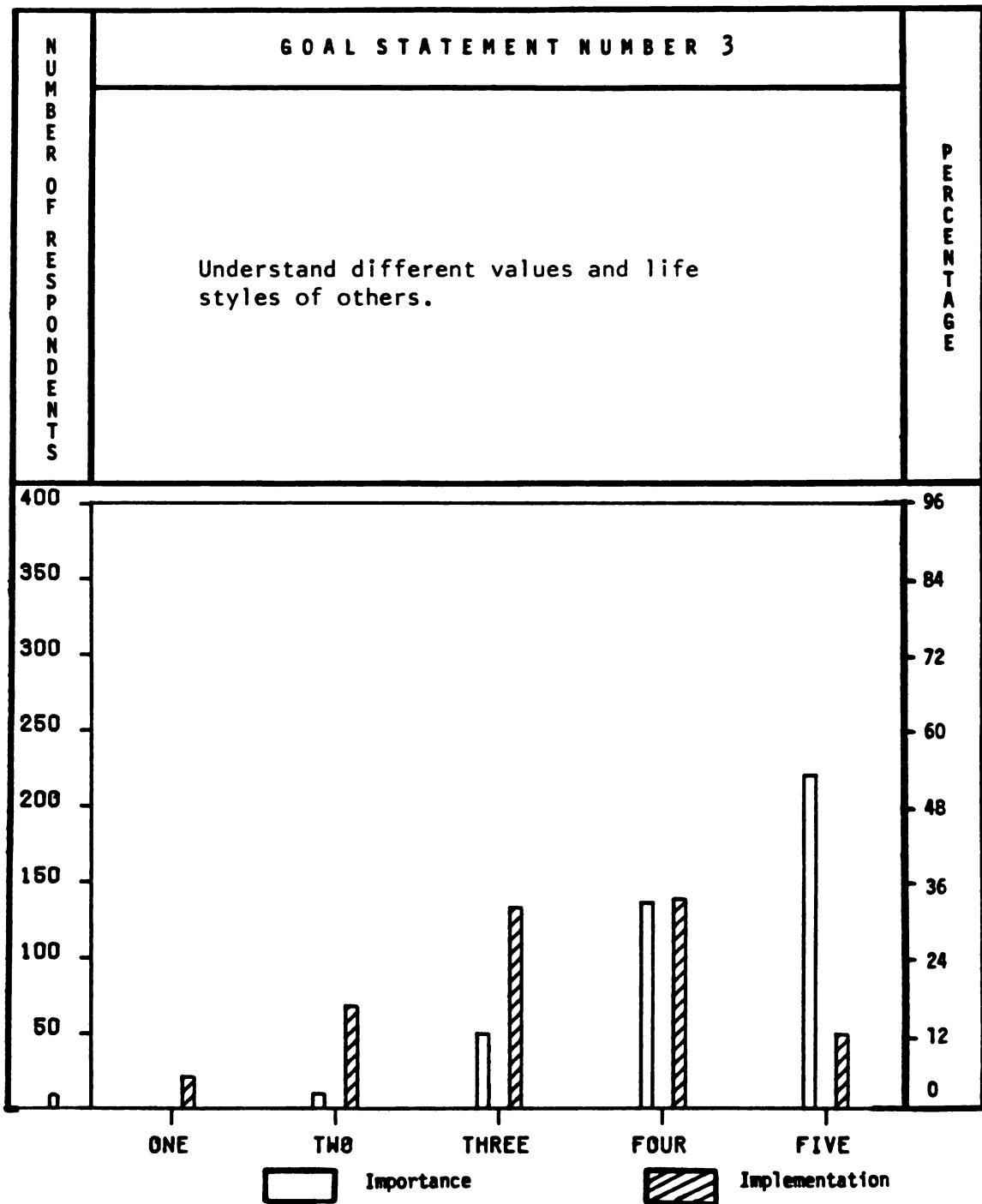
APPENDIX D

GRAPHS OF FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPONSES FOR EACH GOAL STATEMENT









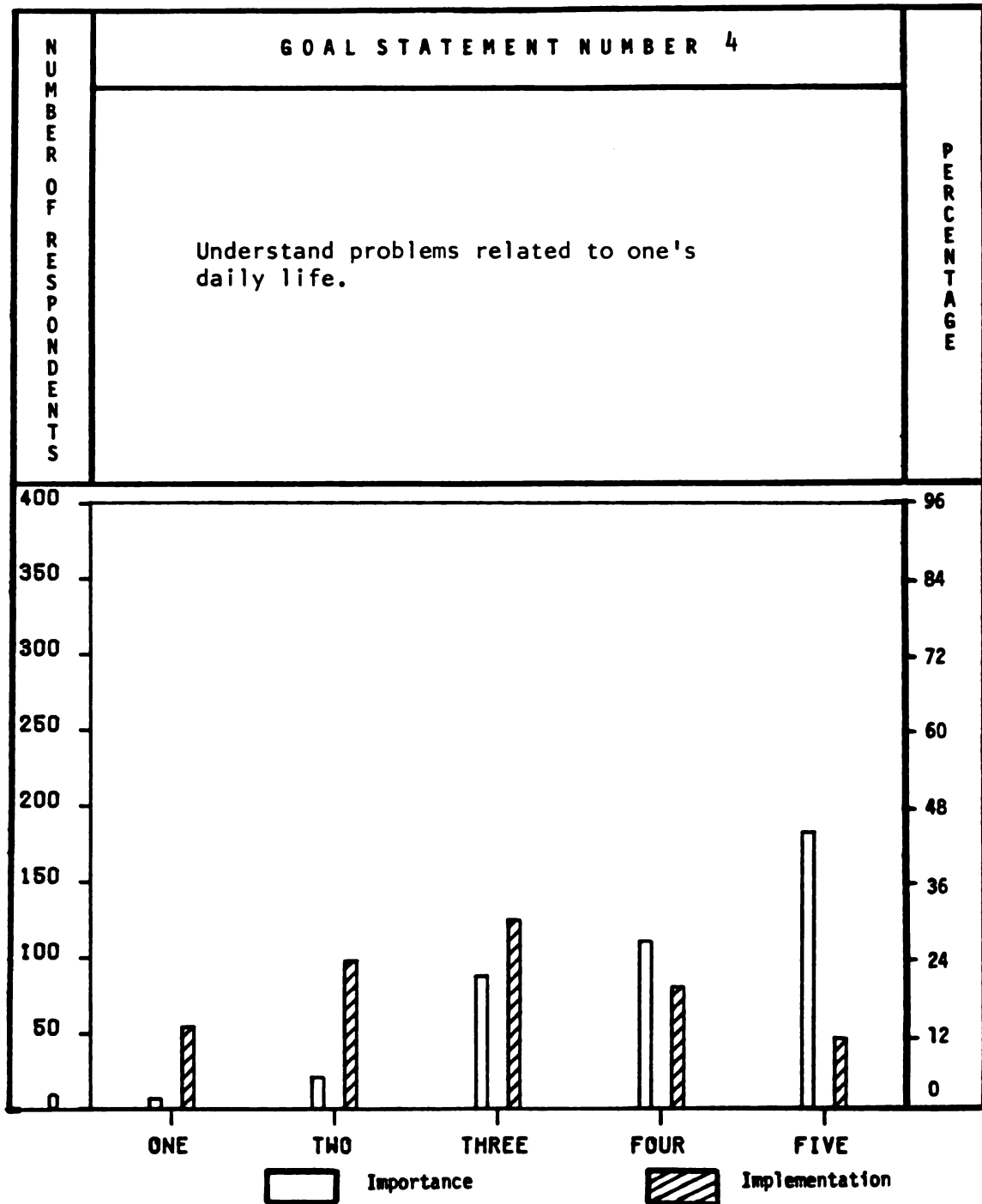
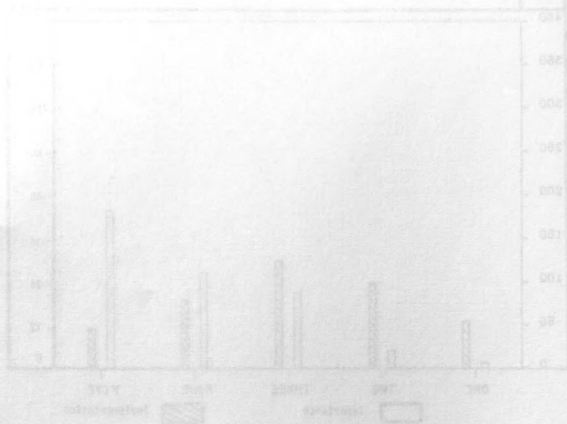
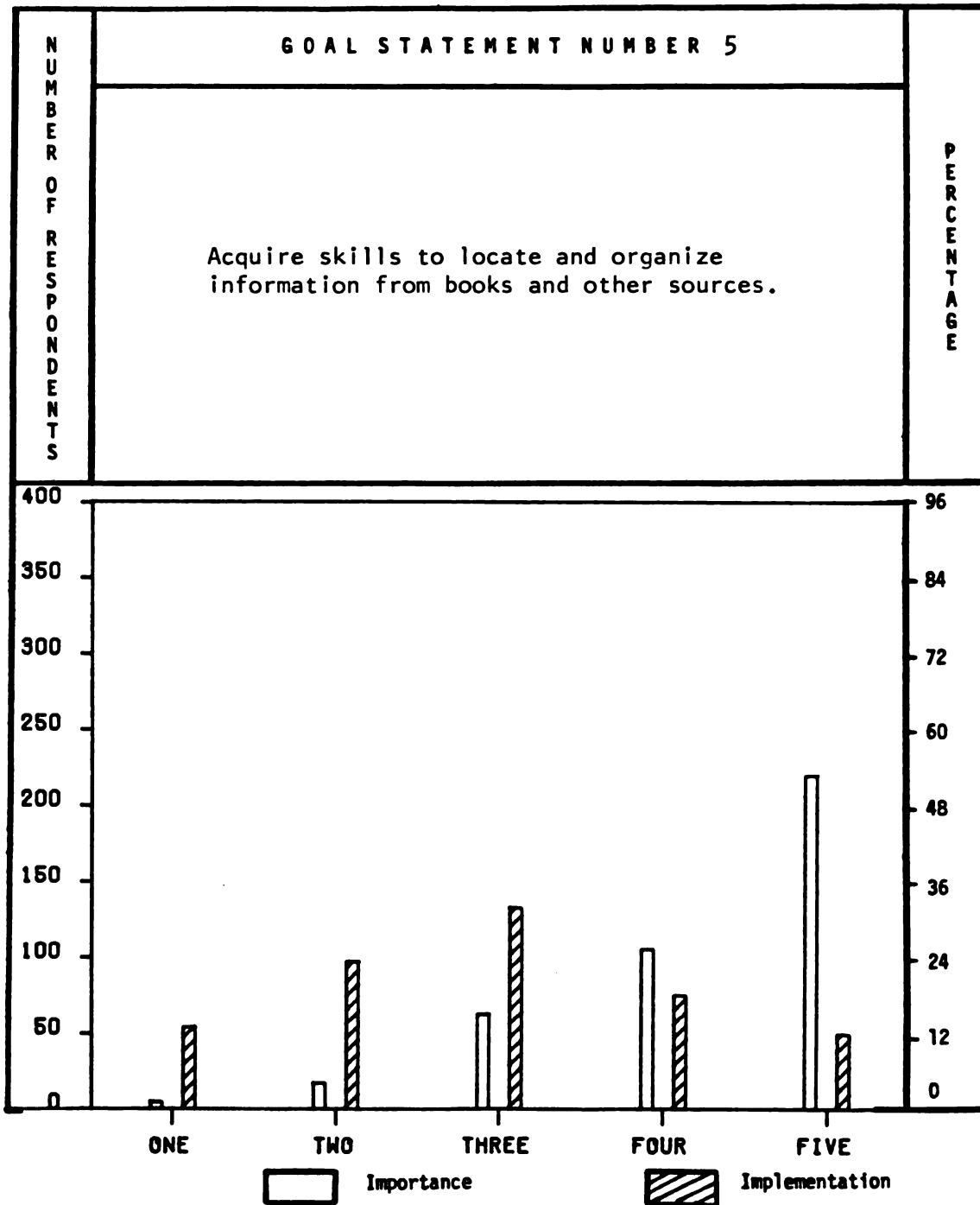
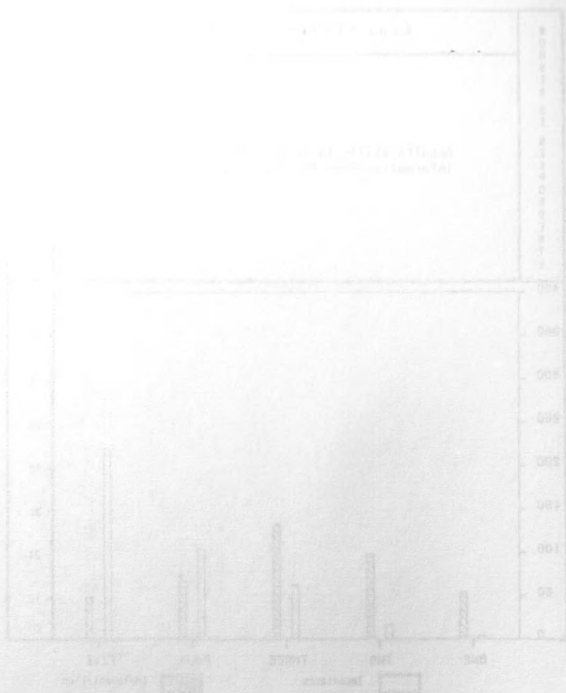


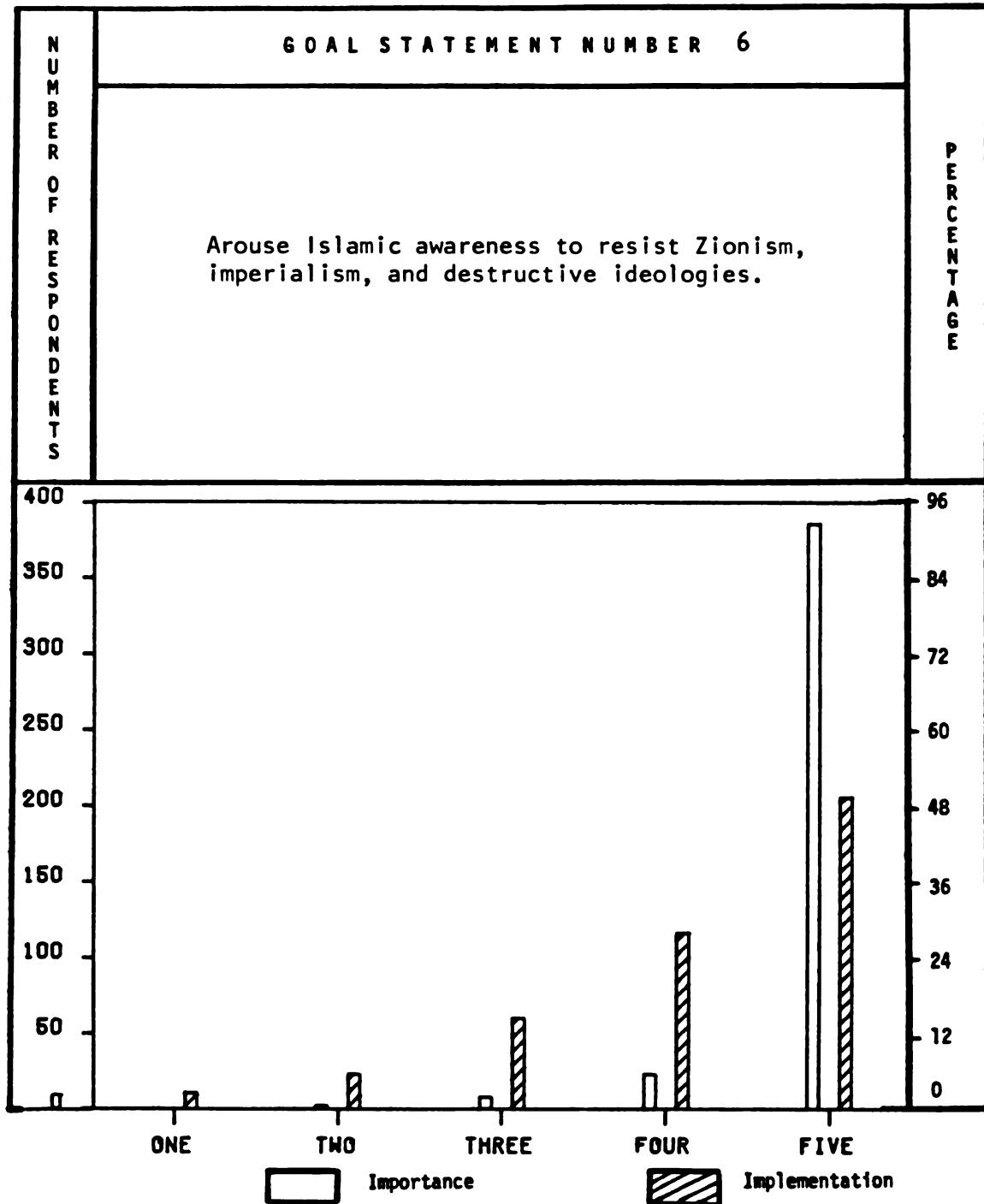
Figure 1

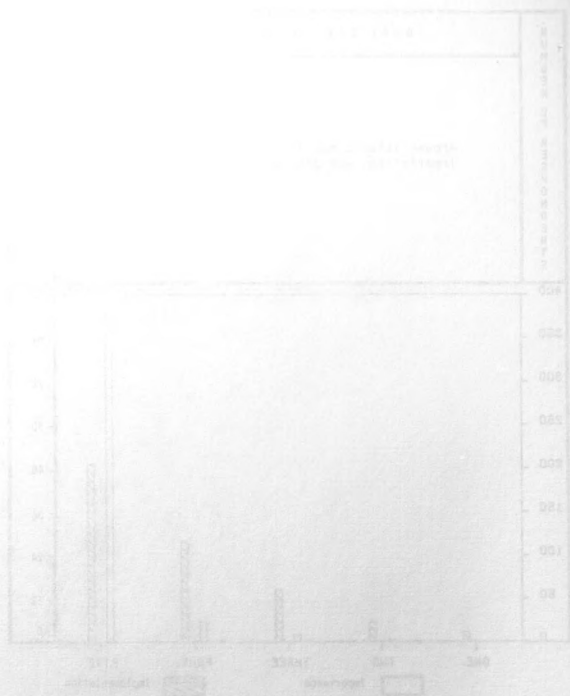
Figure 1: Comparison of the effect of the concentration of the solution on the rate of the reaction.

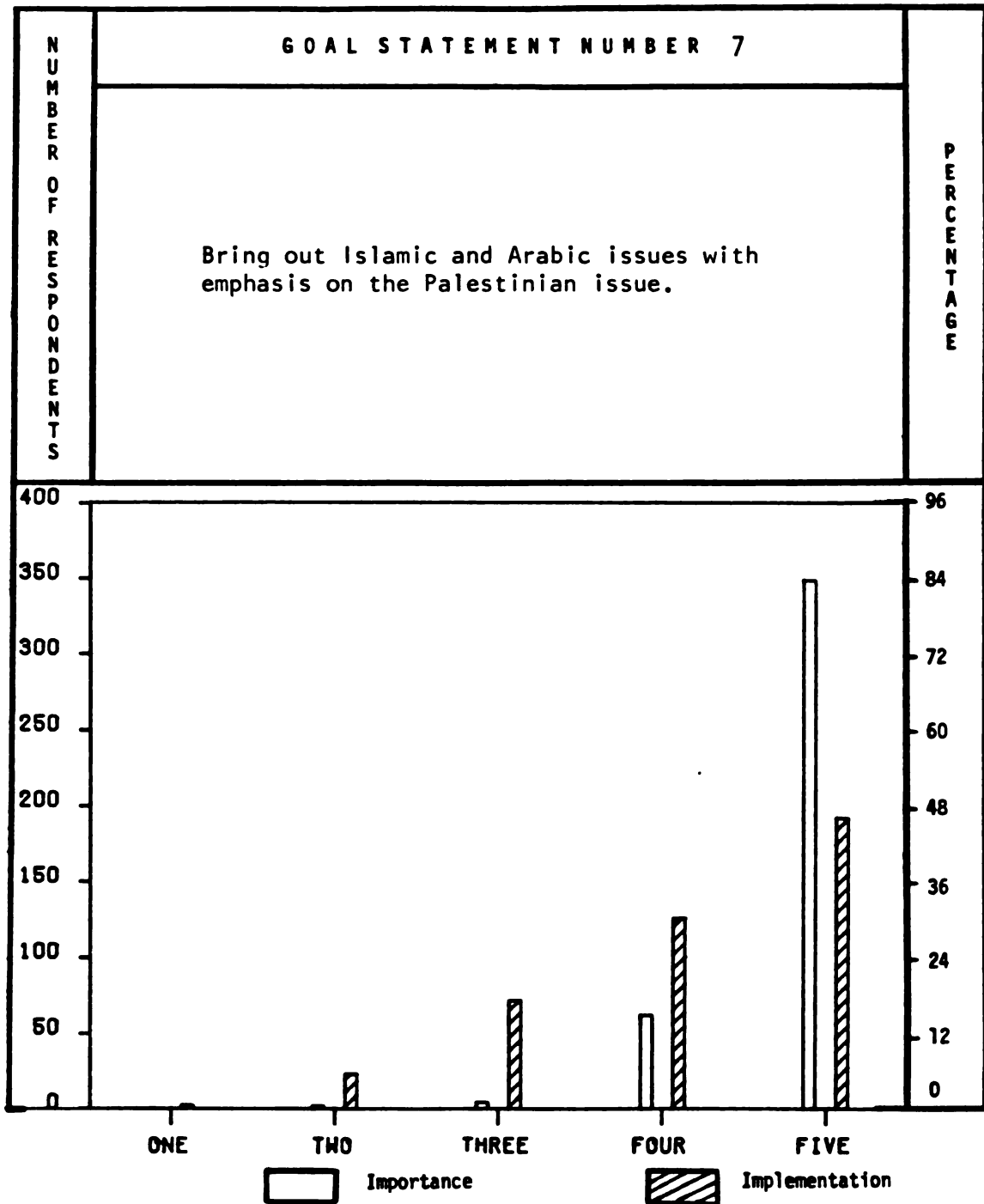


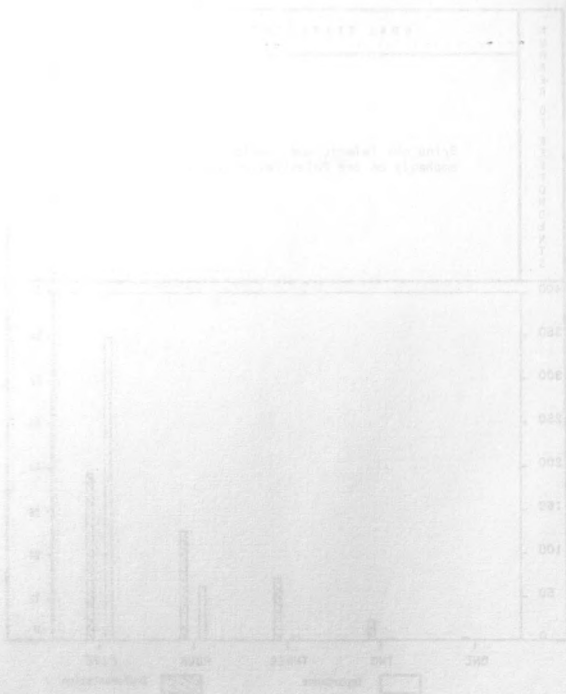


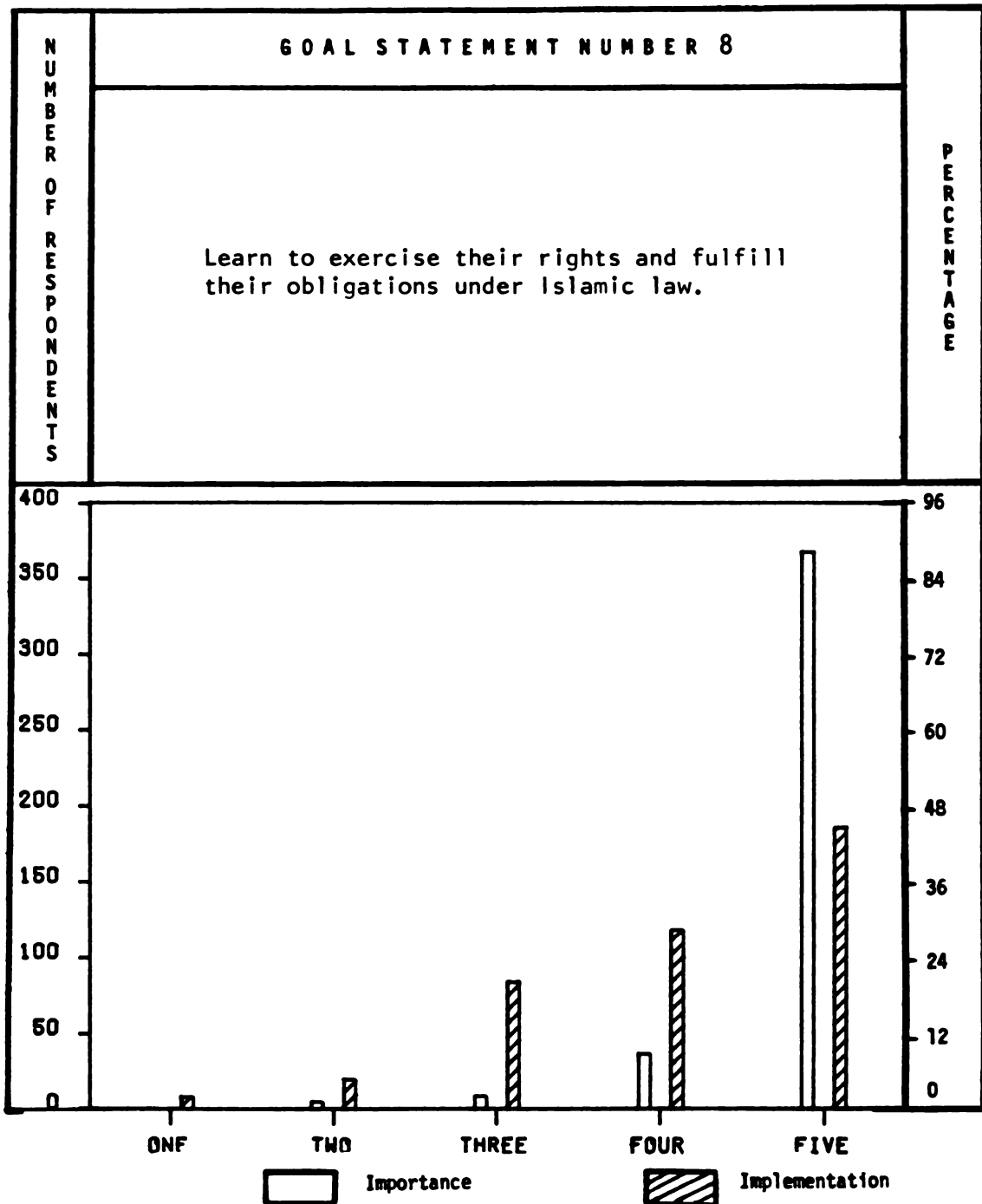


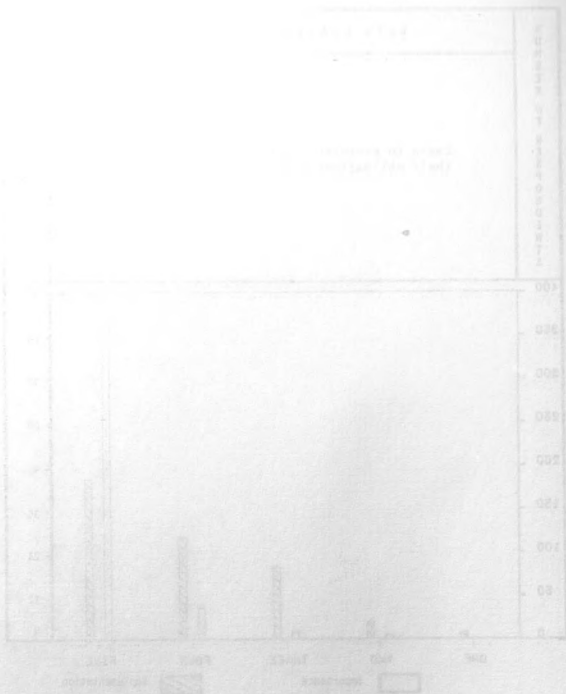


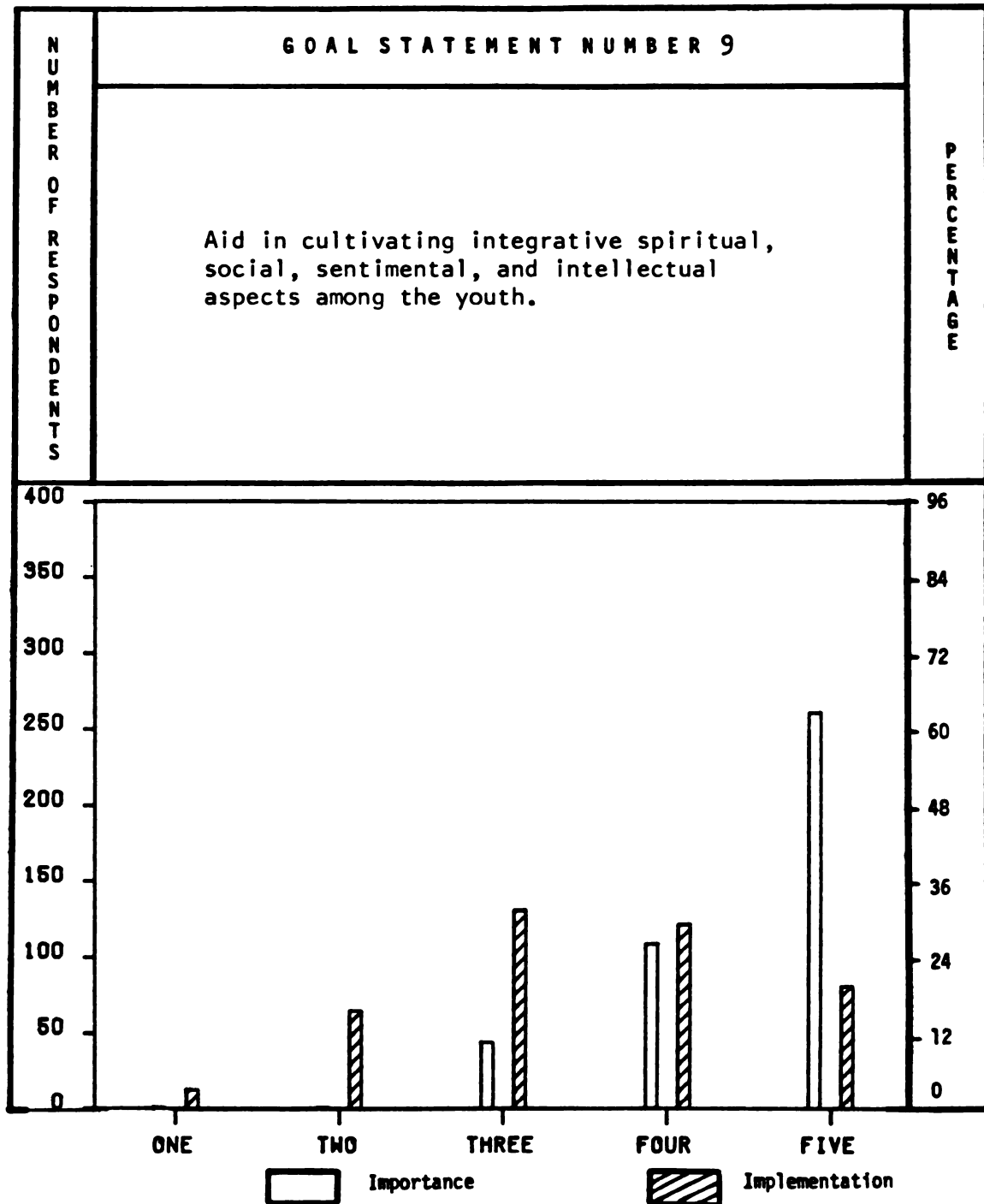


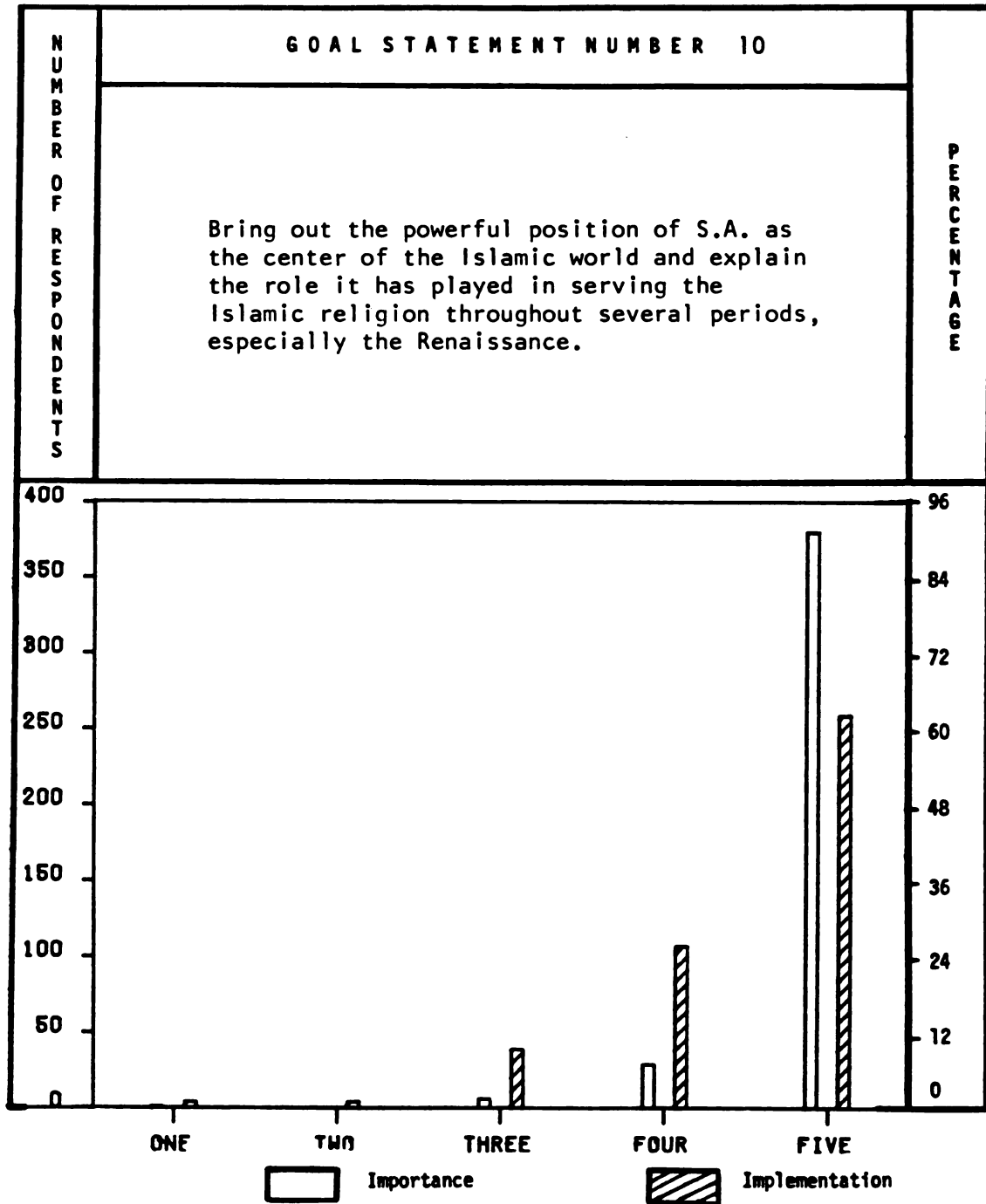


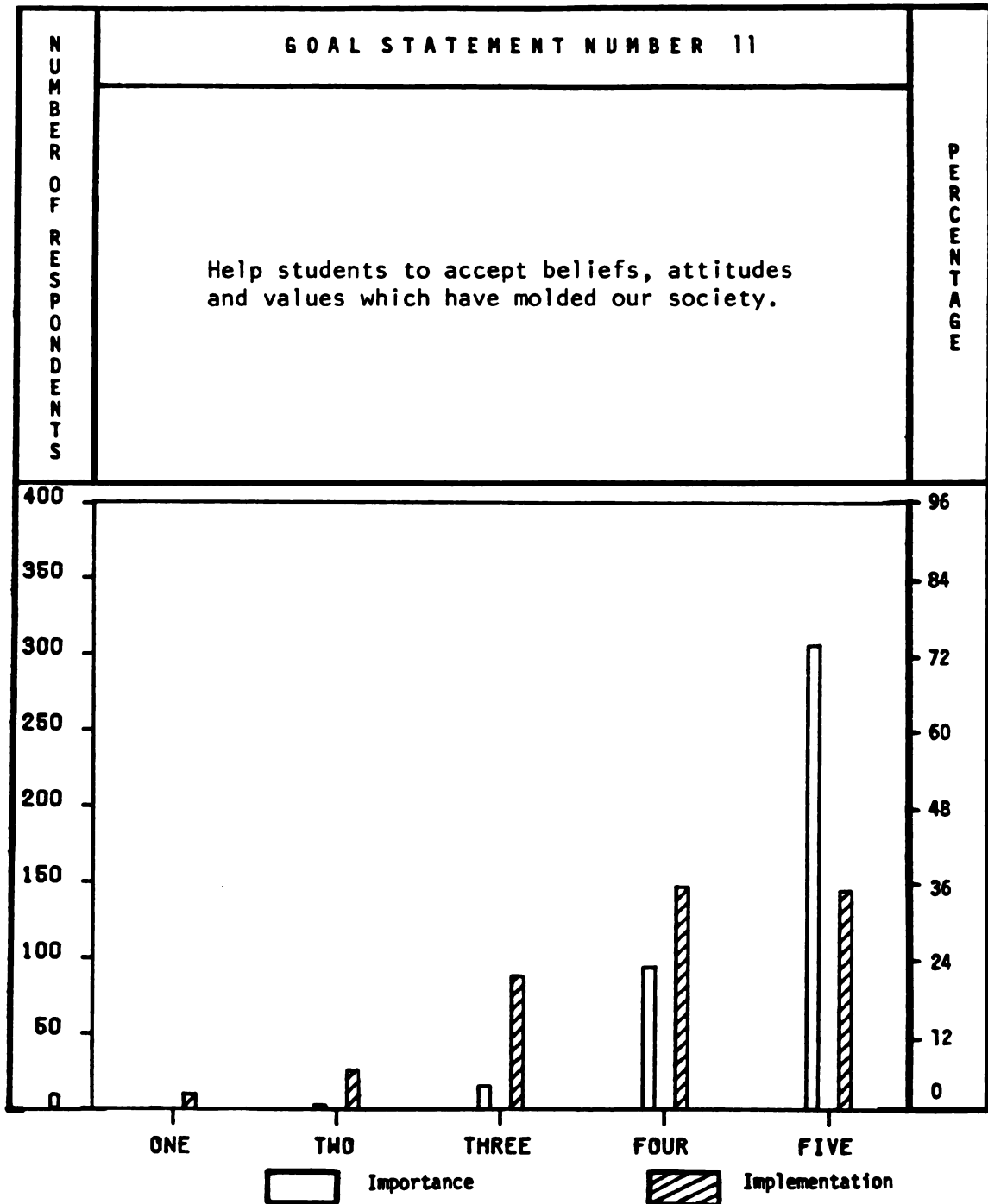


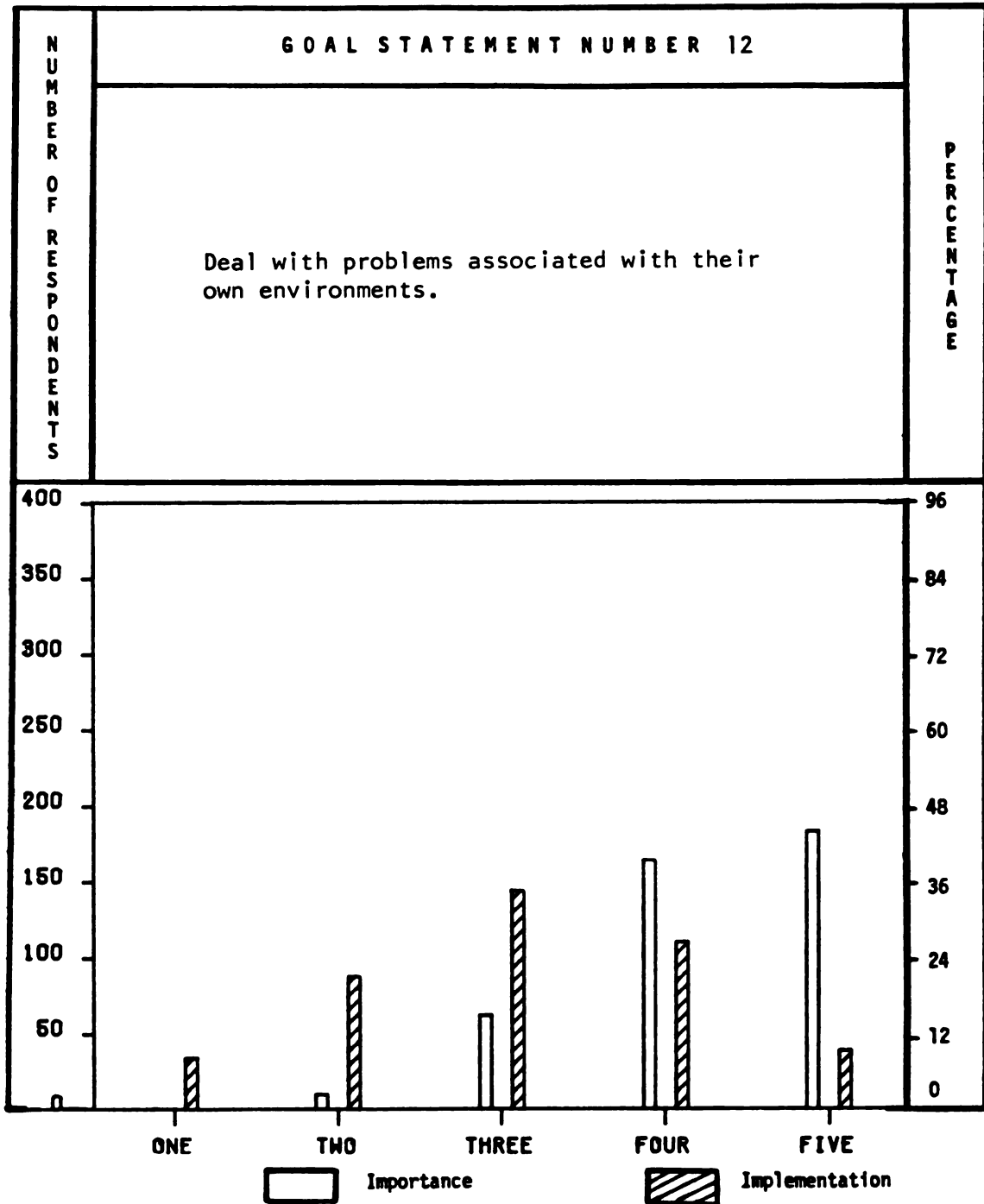


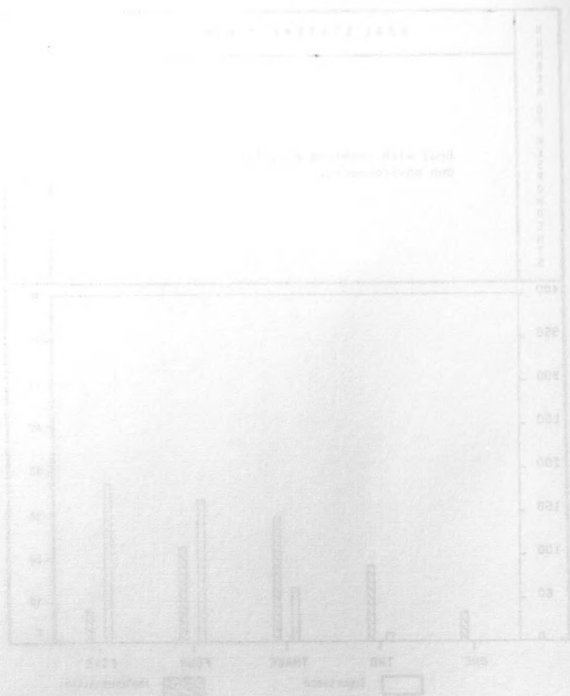


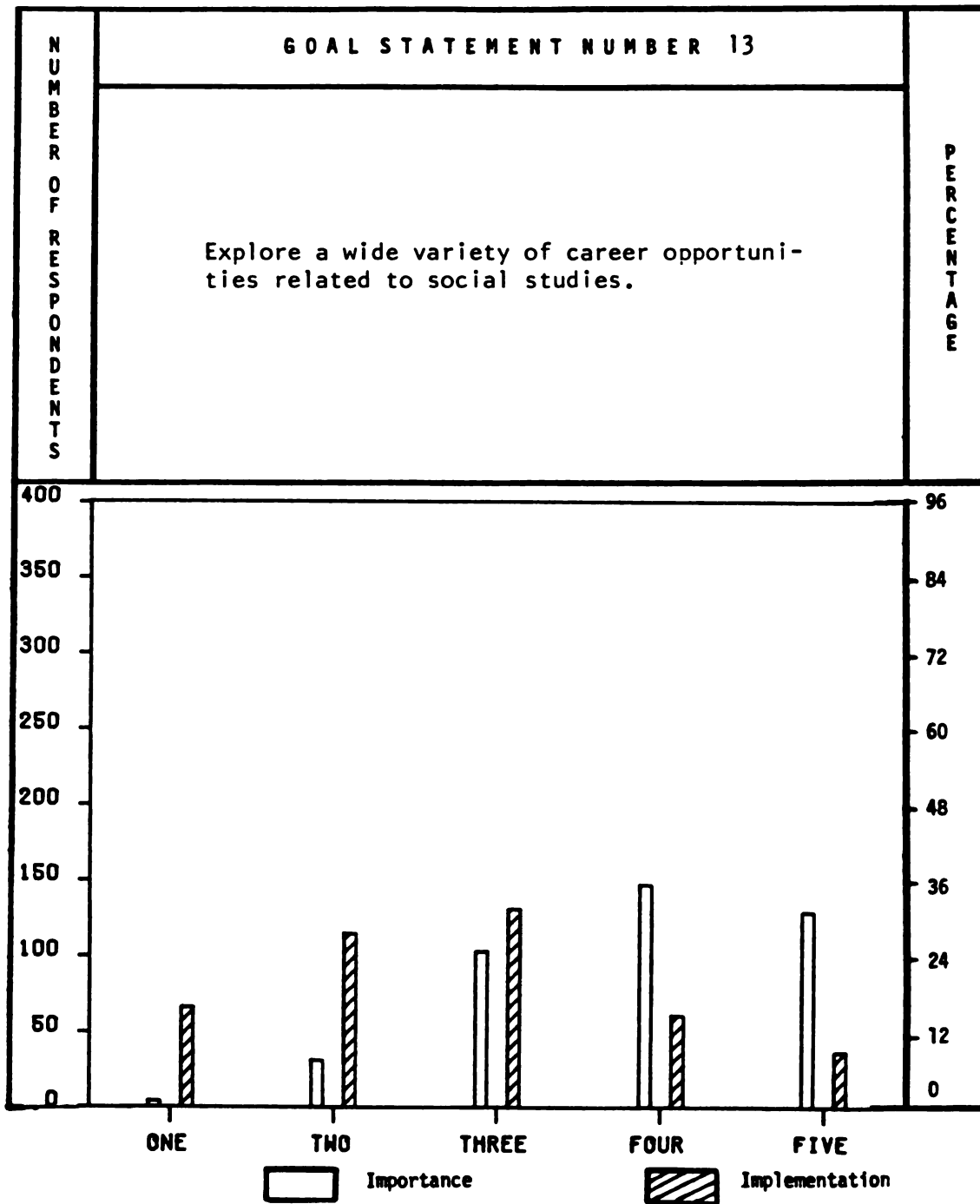


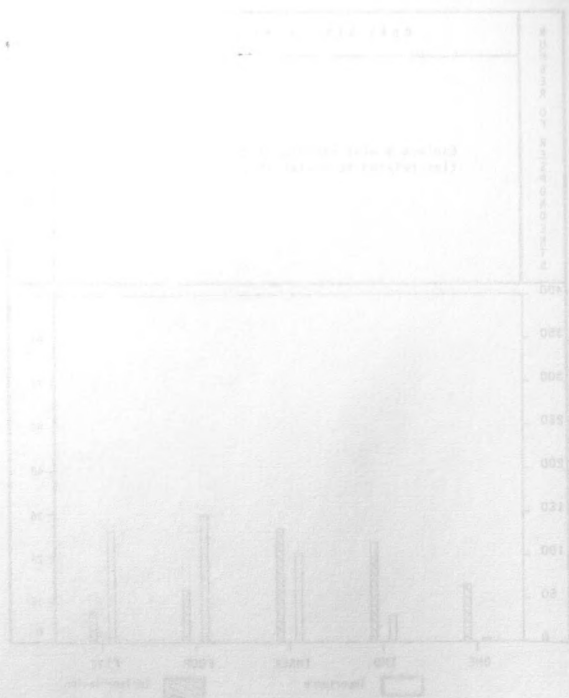












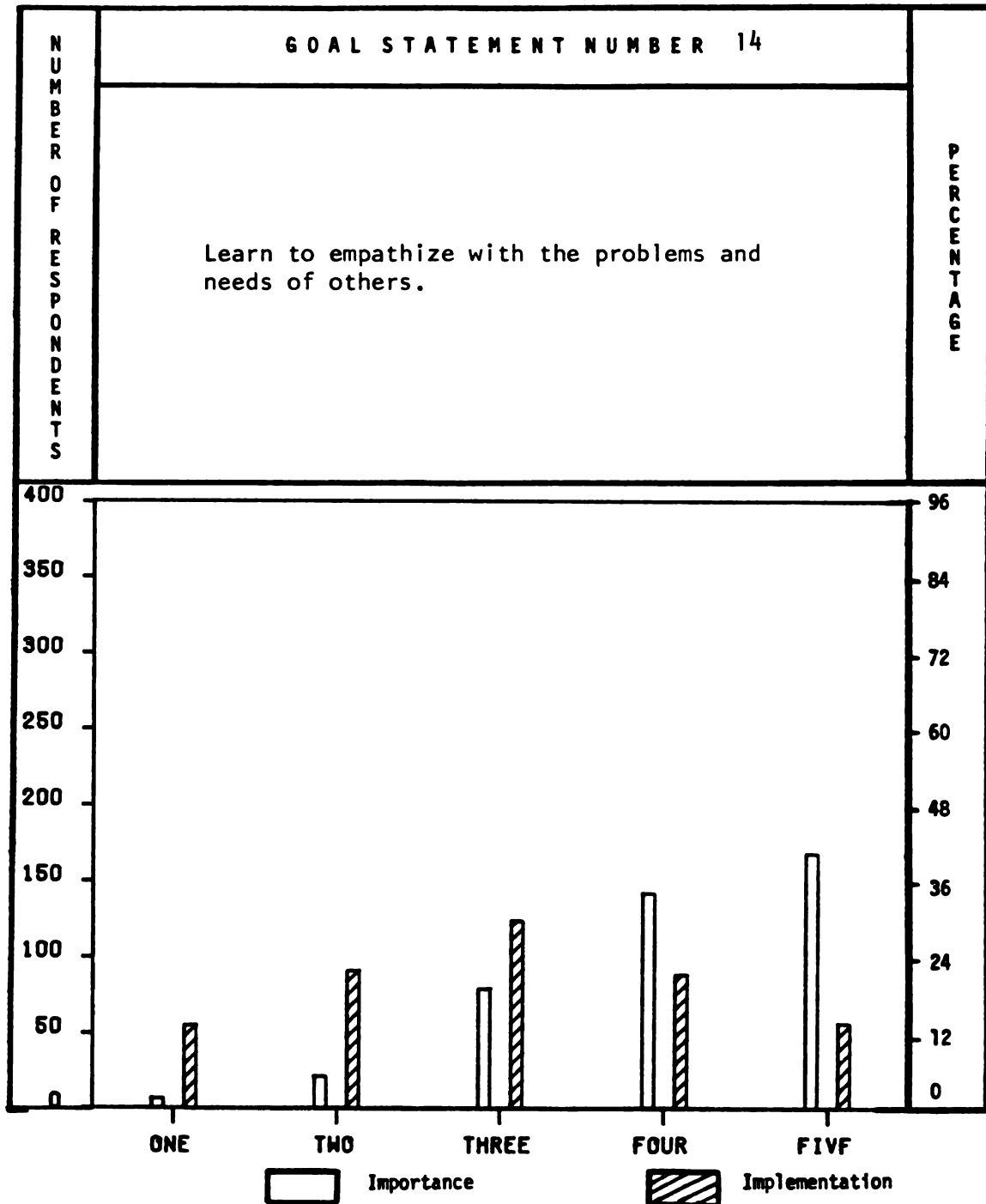
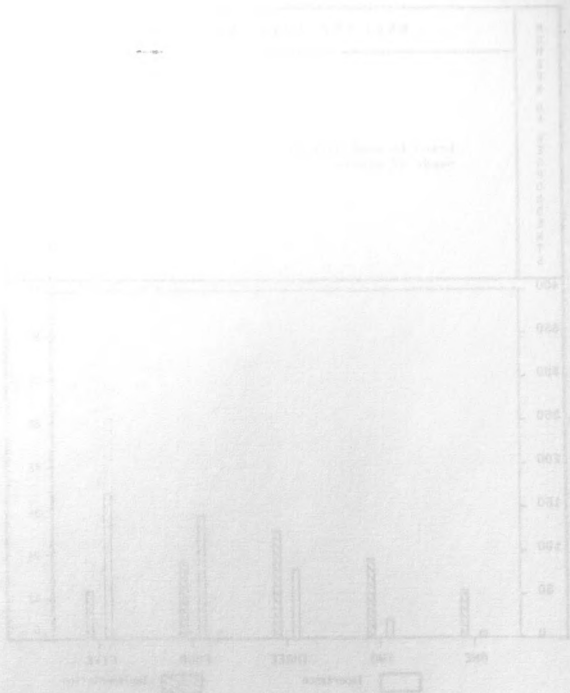
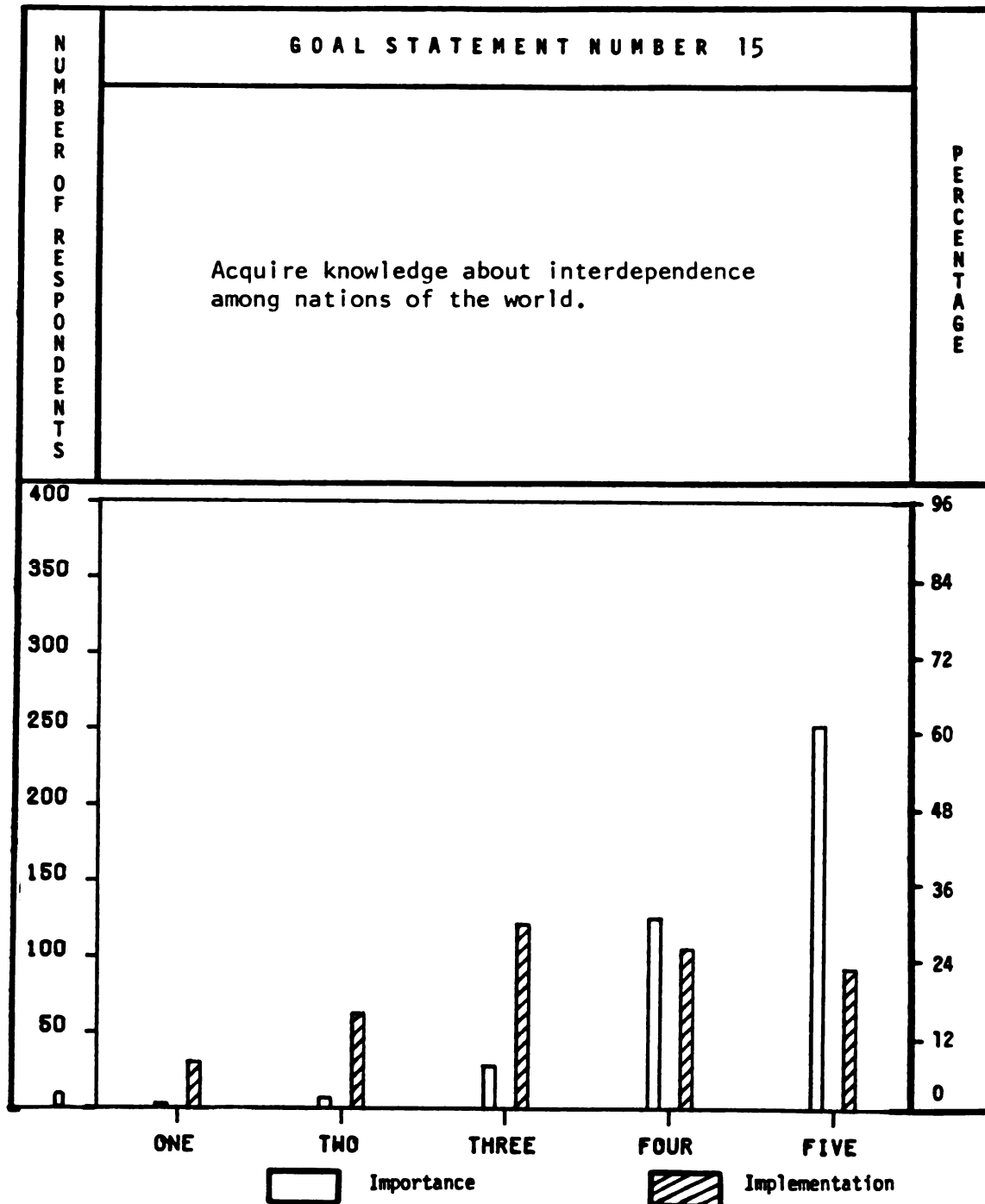
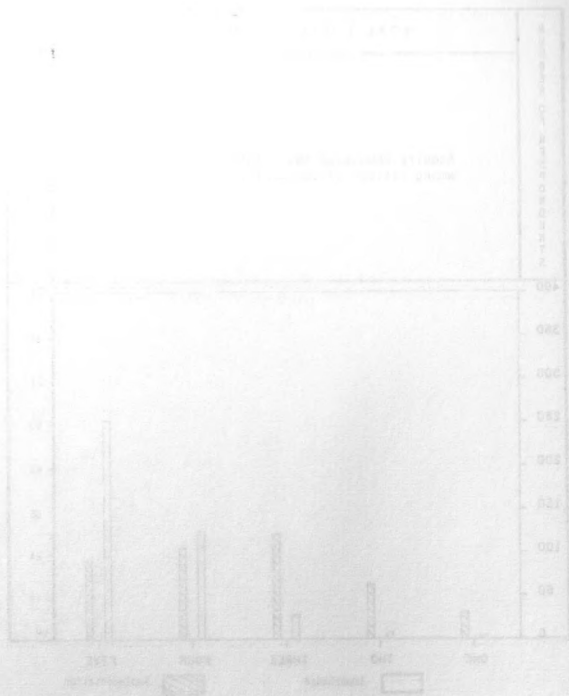
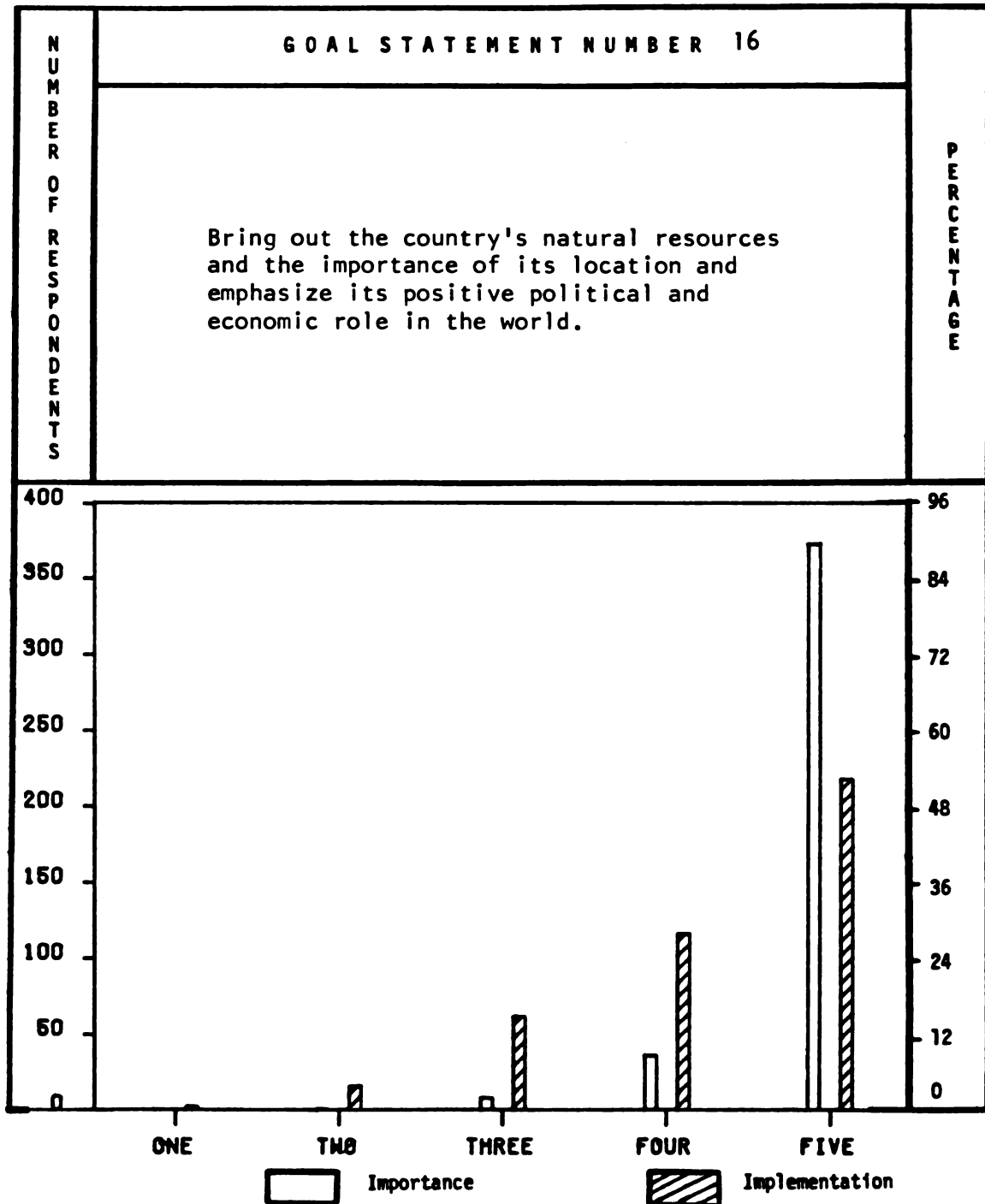


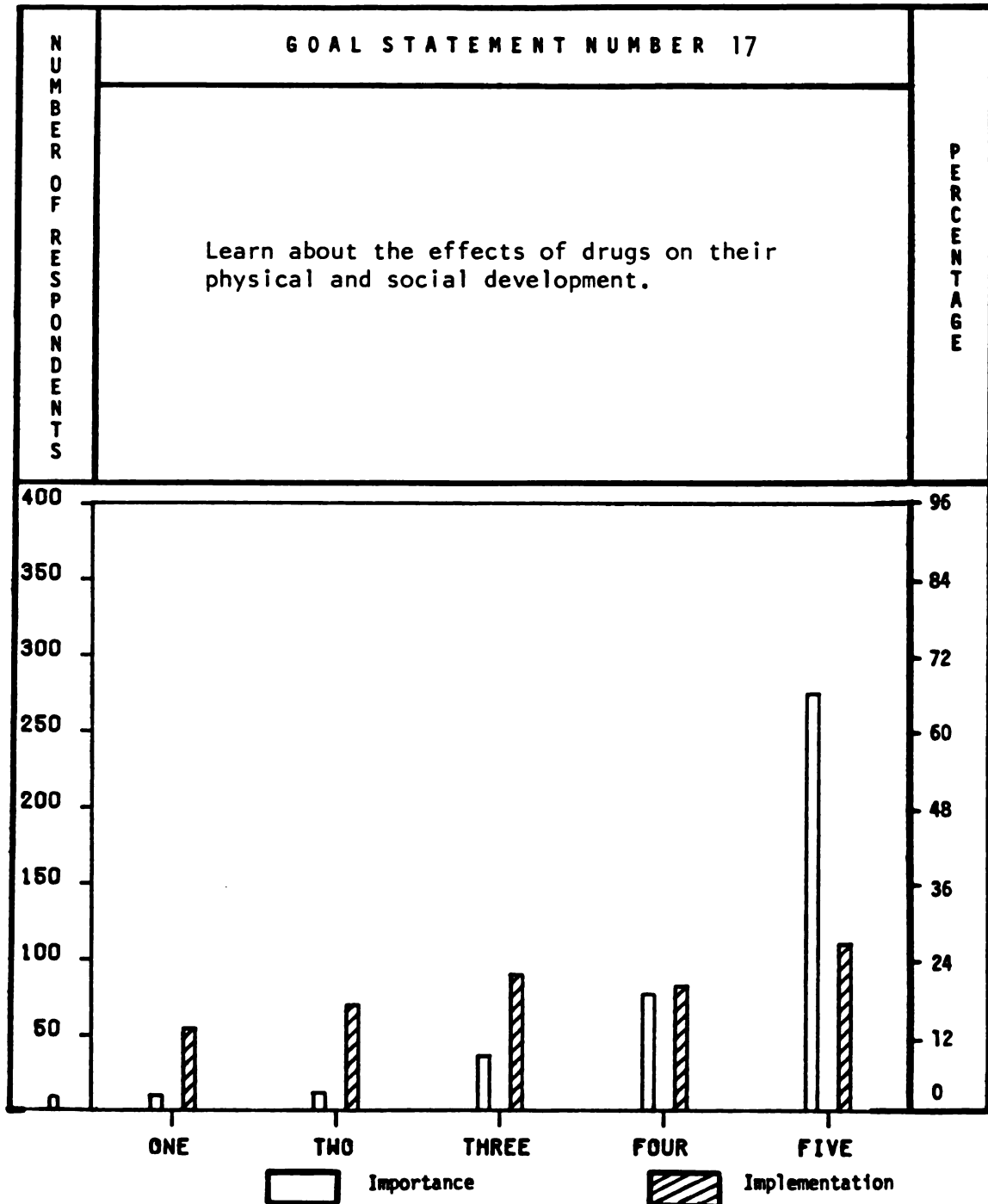
Figure 1. The effect of the concentration of the inhibitor on the rate of polymerization.

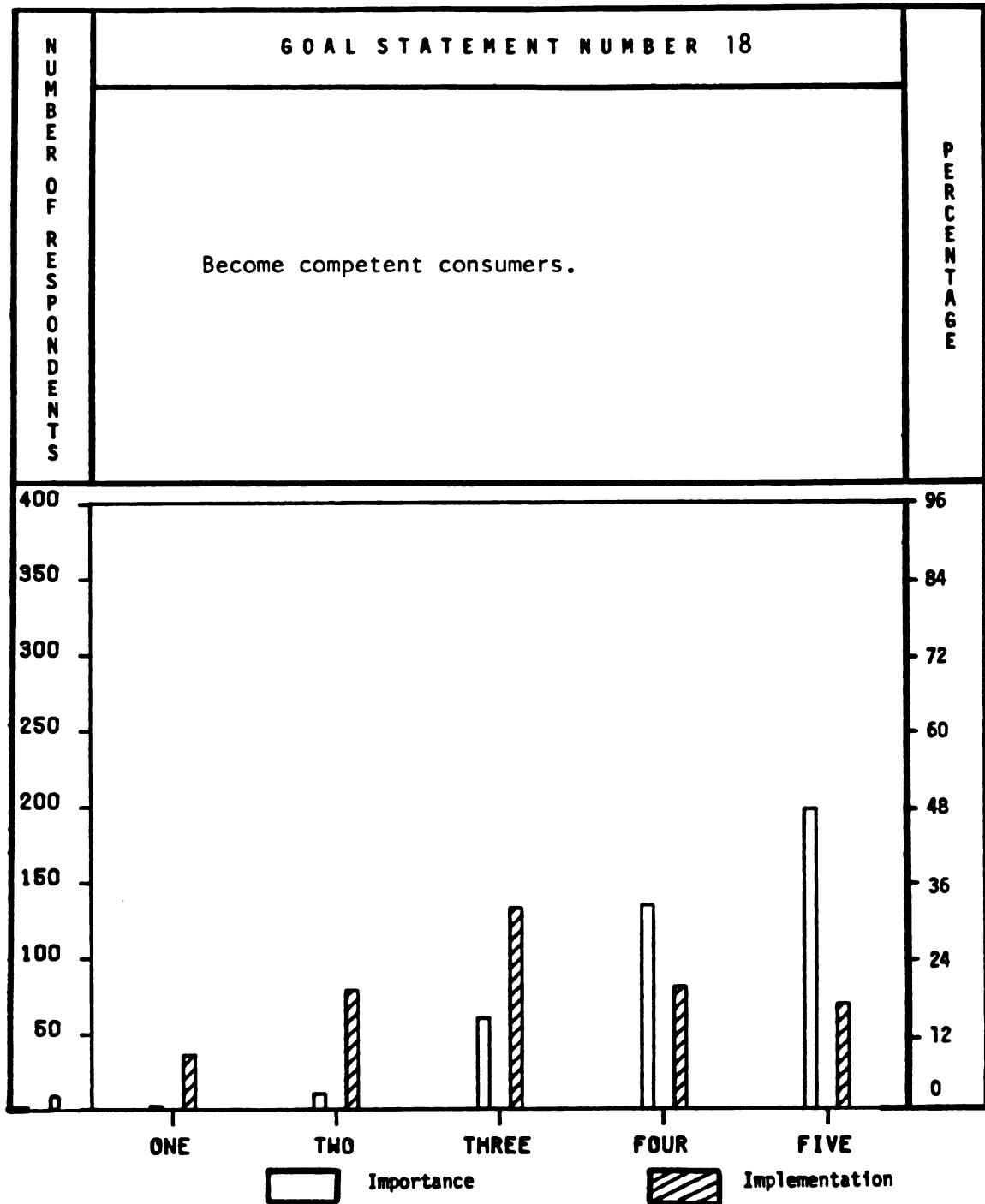


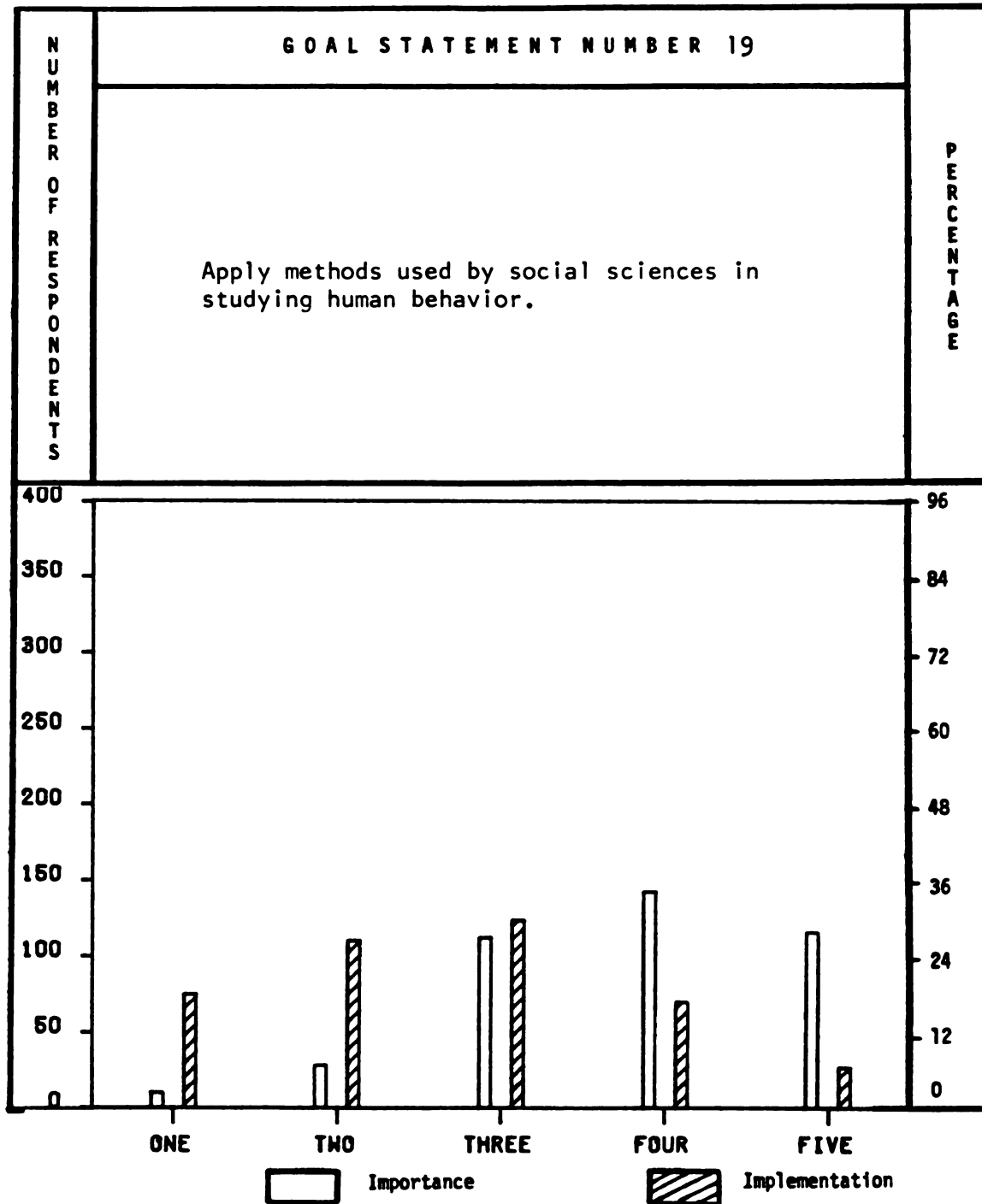


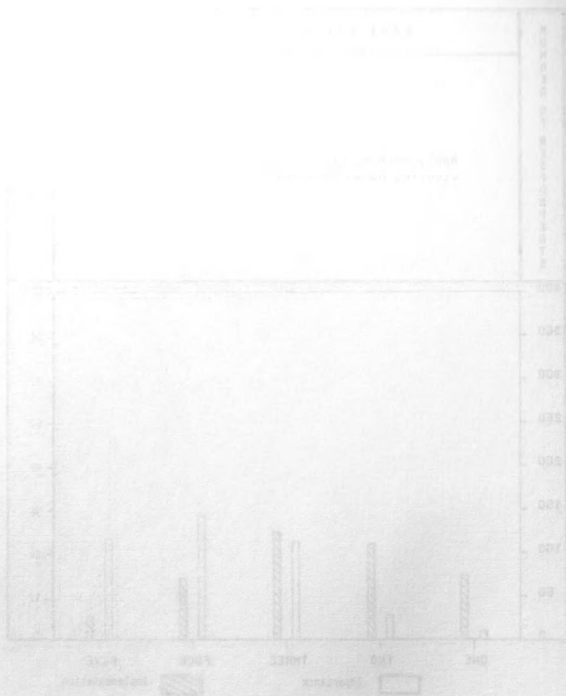


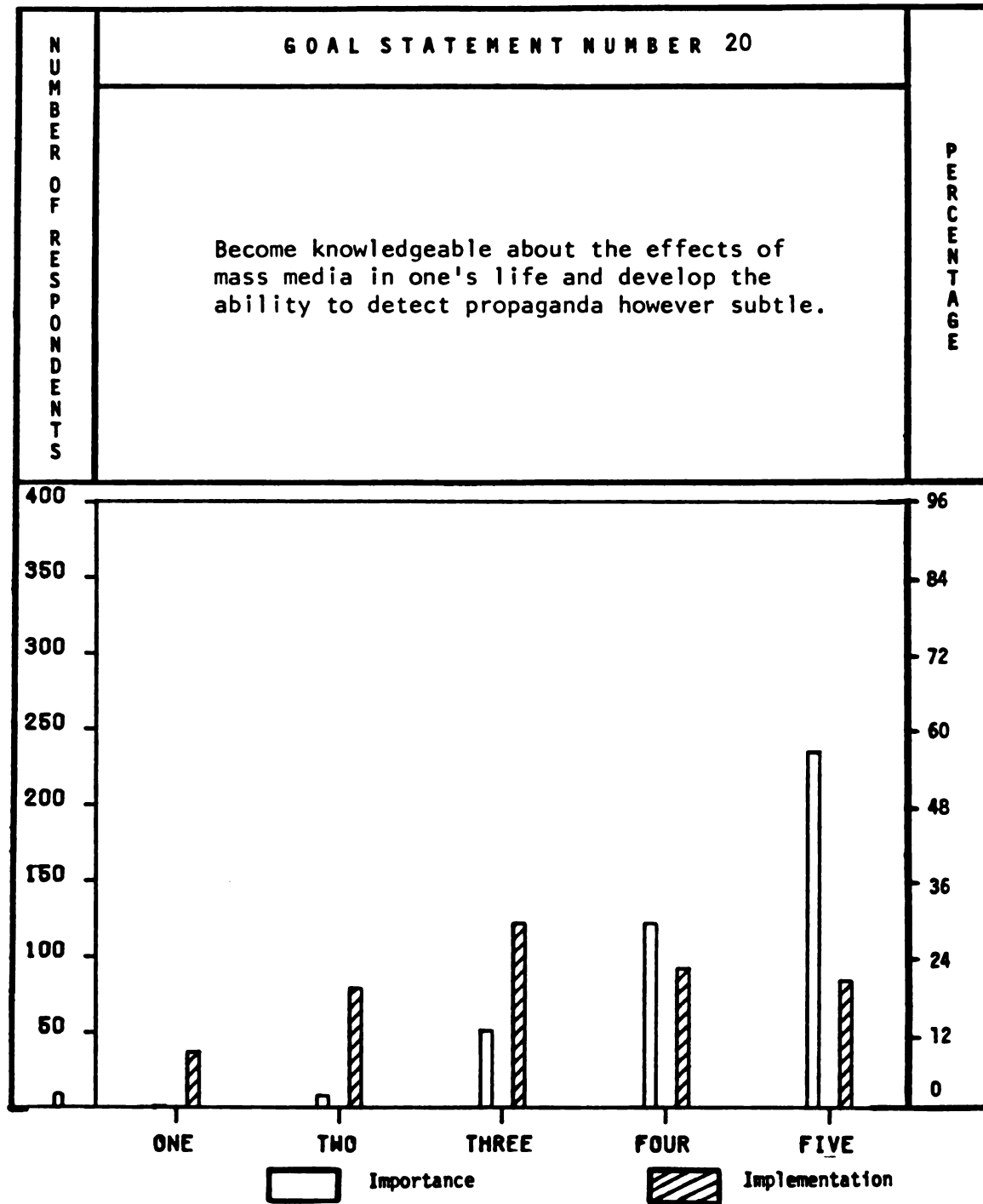


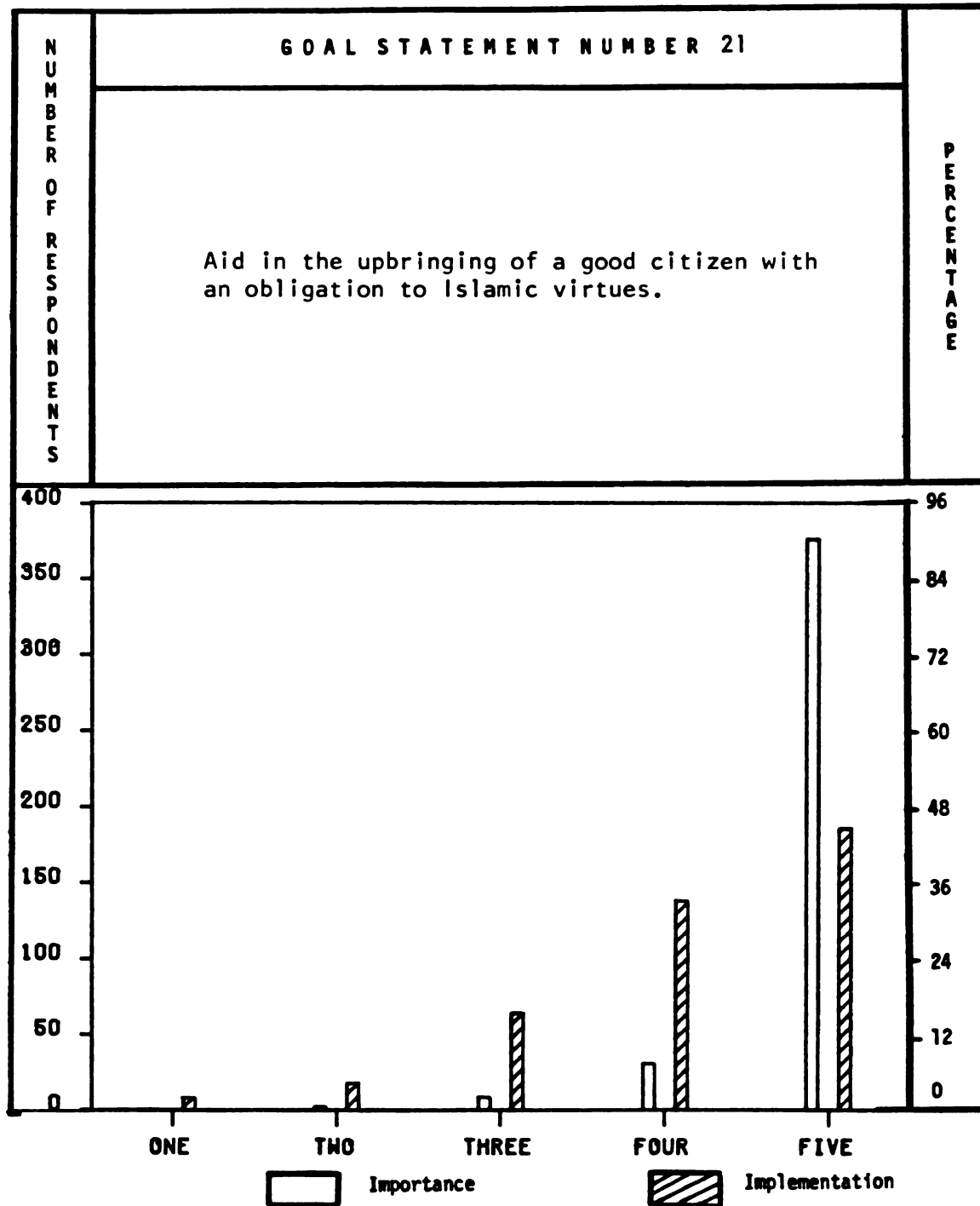


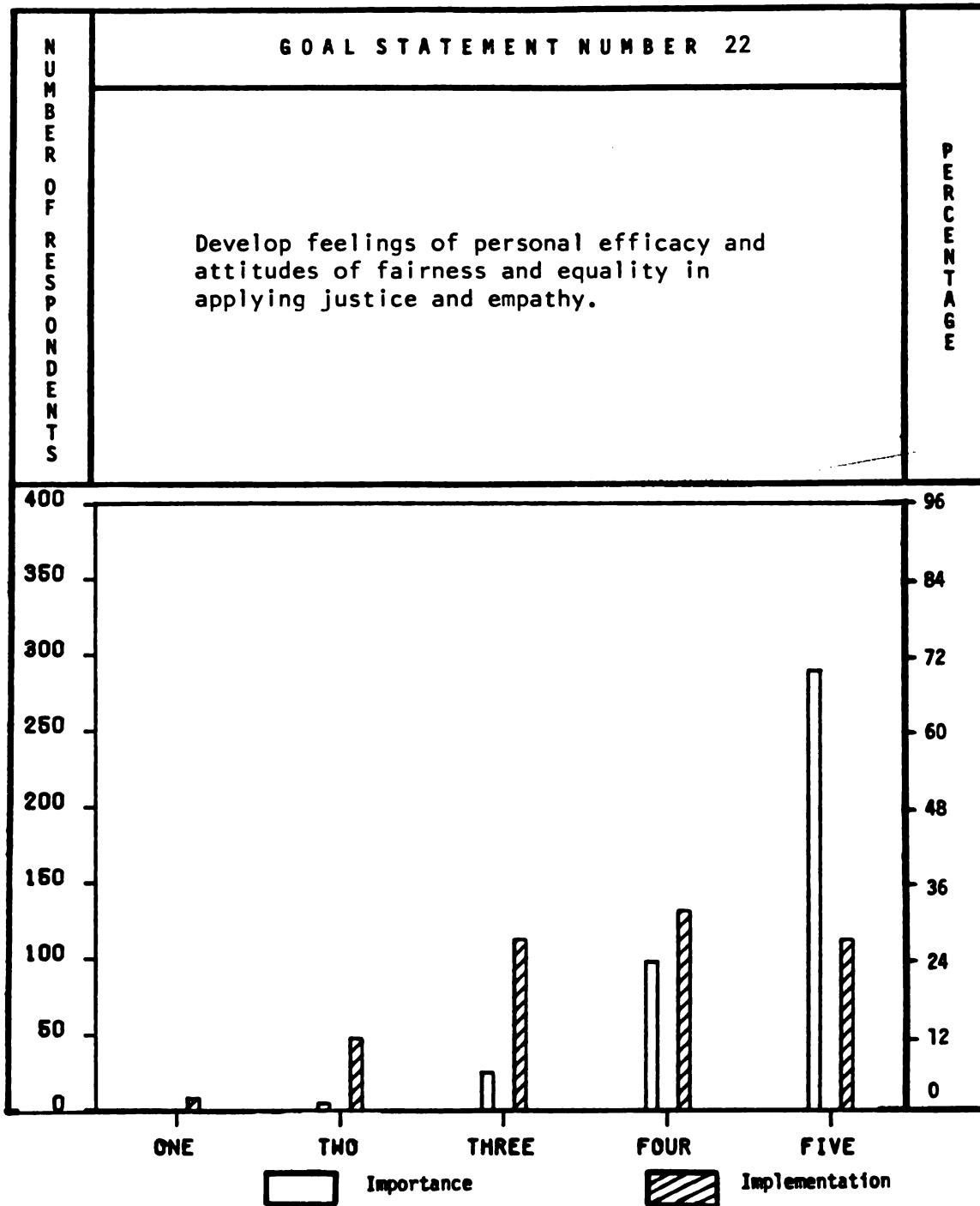


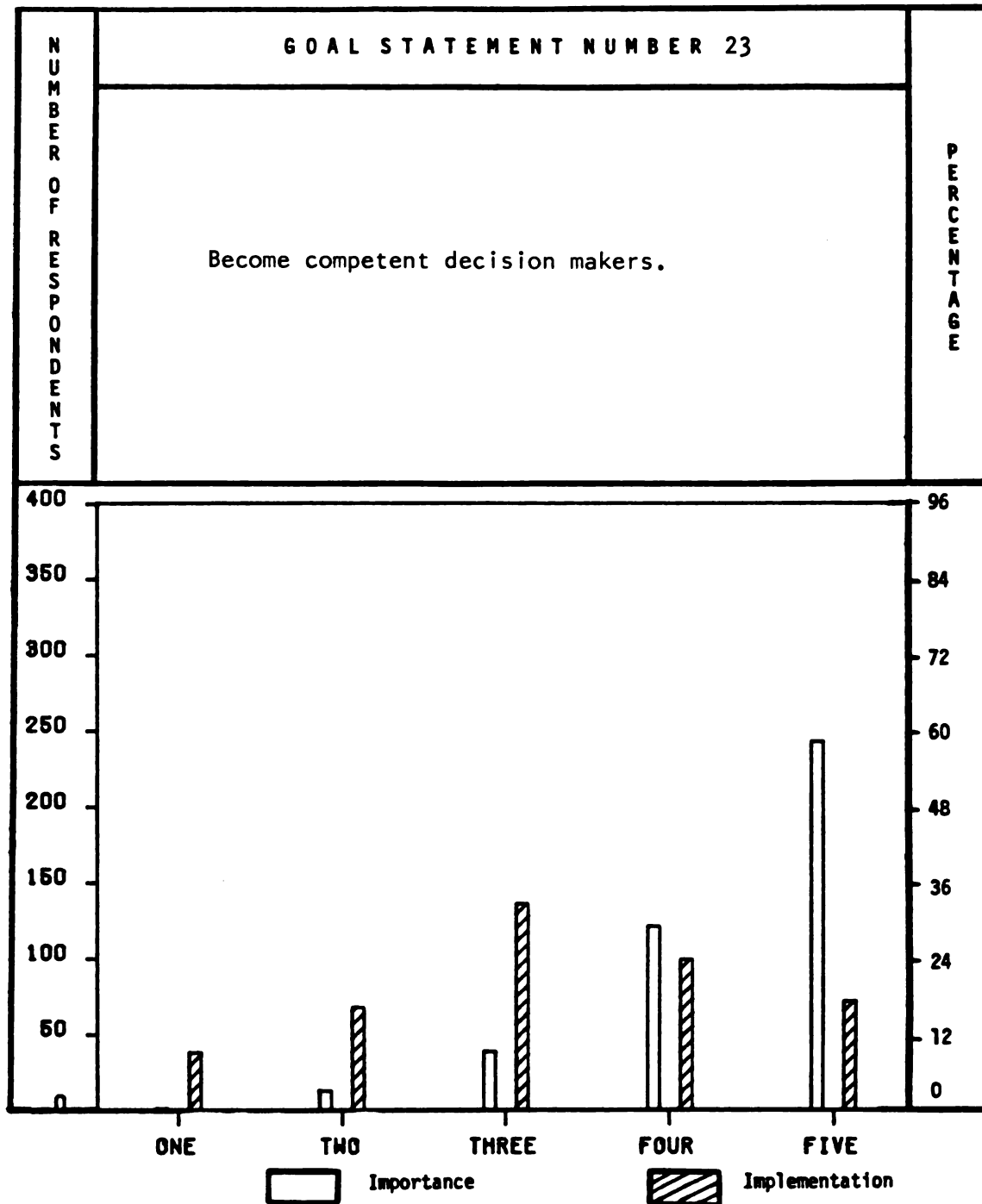






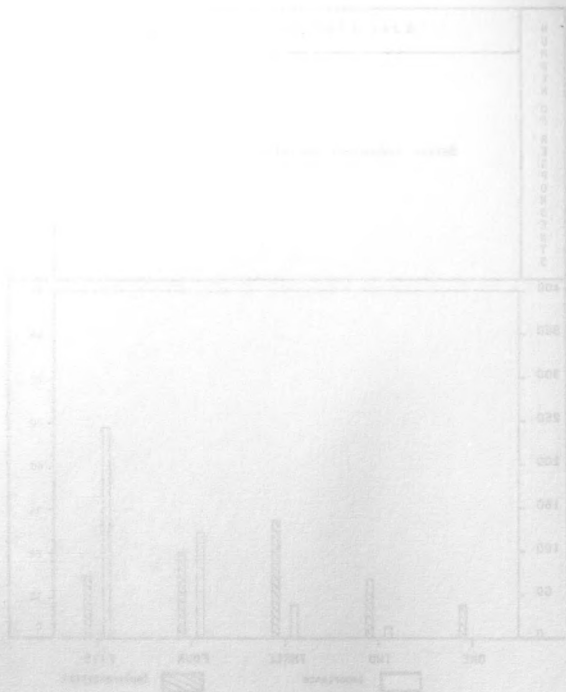


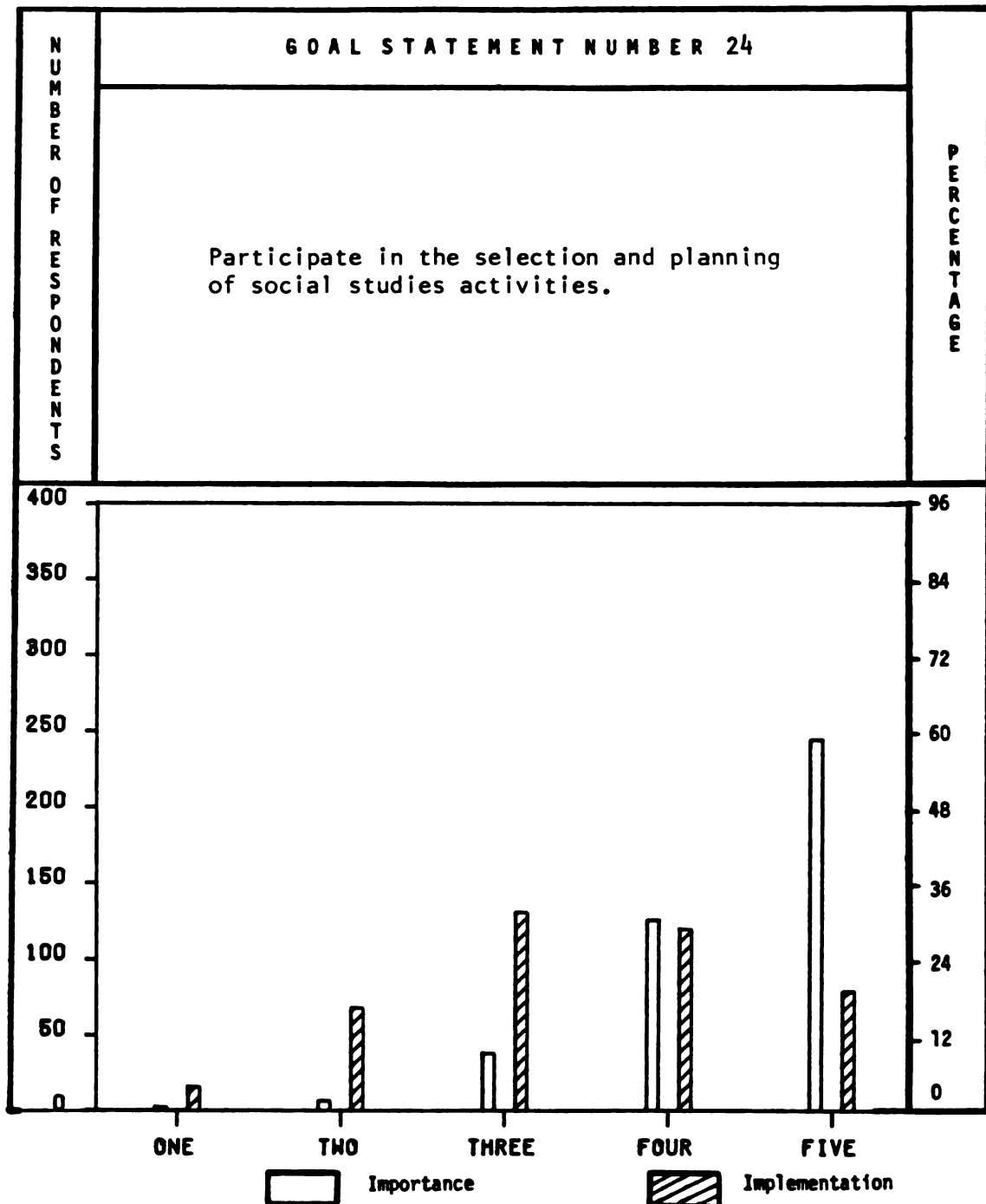


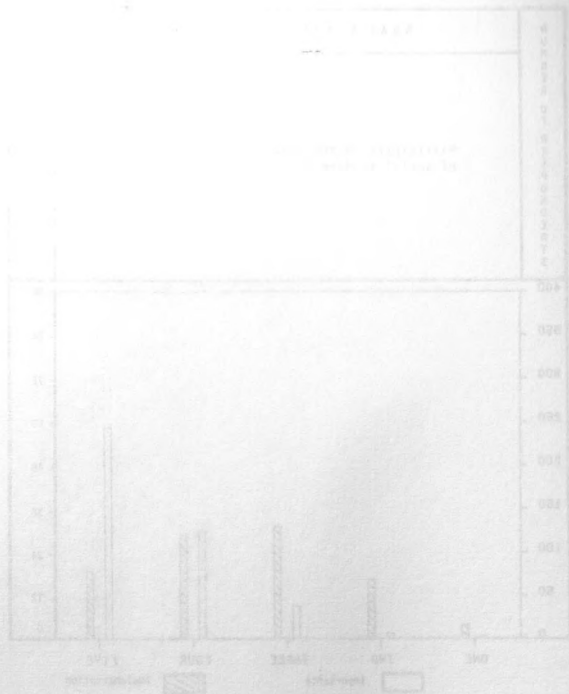


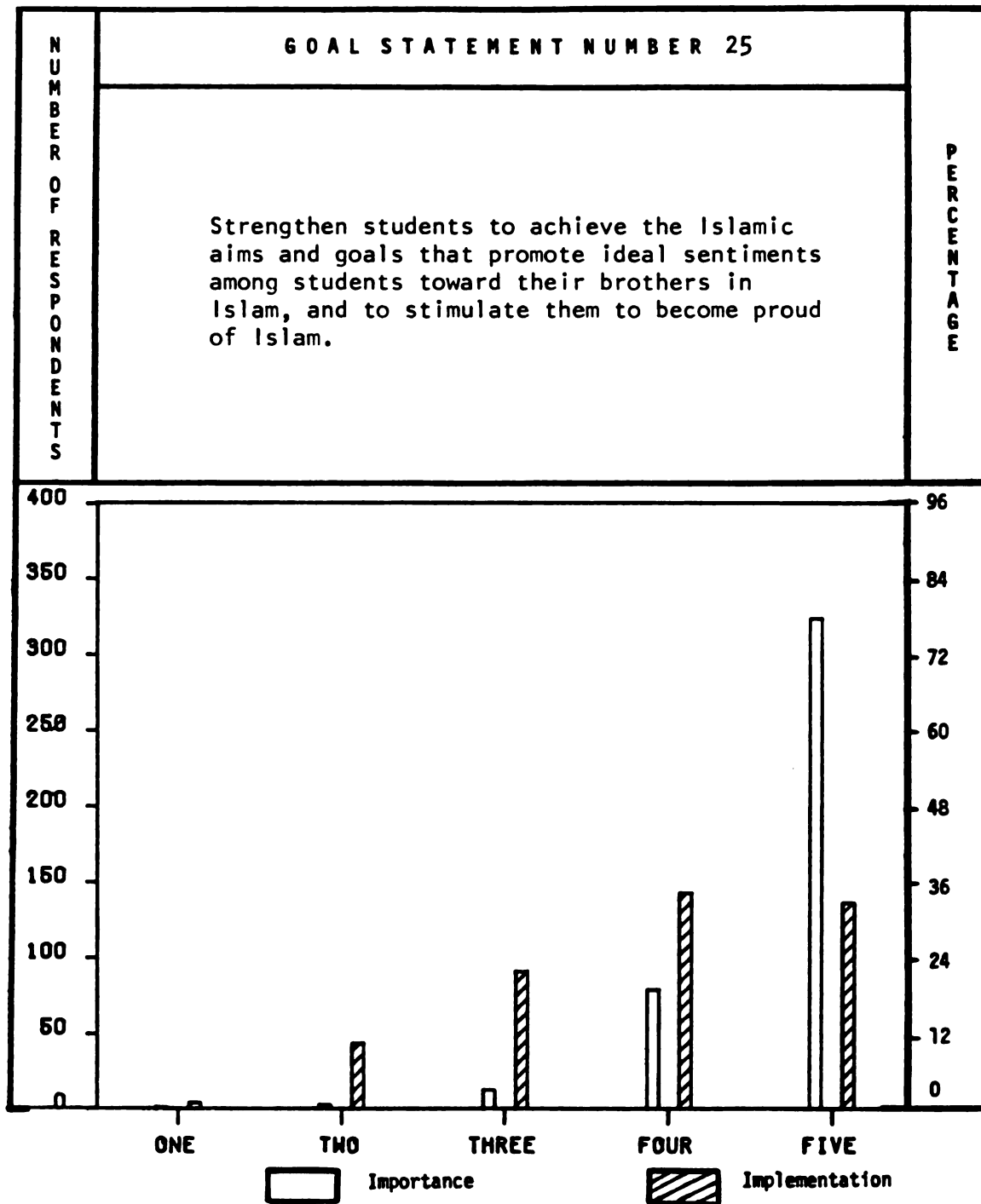
1971-1972

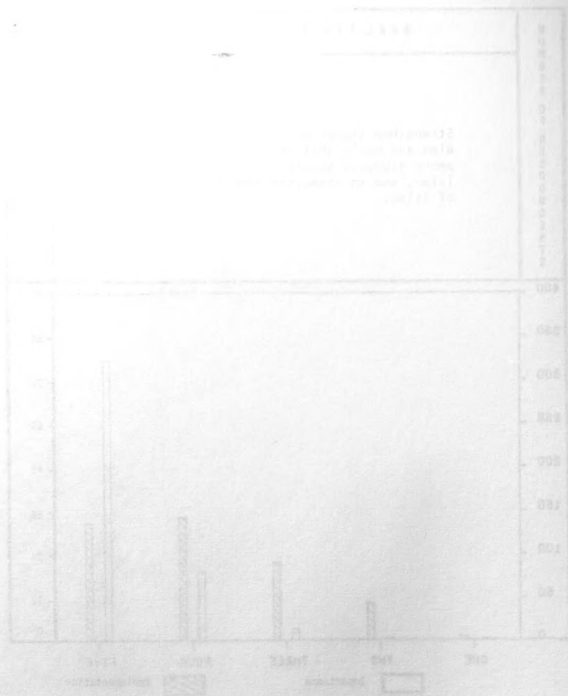
Number of specimens

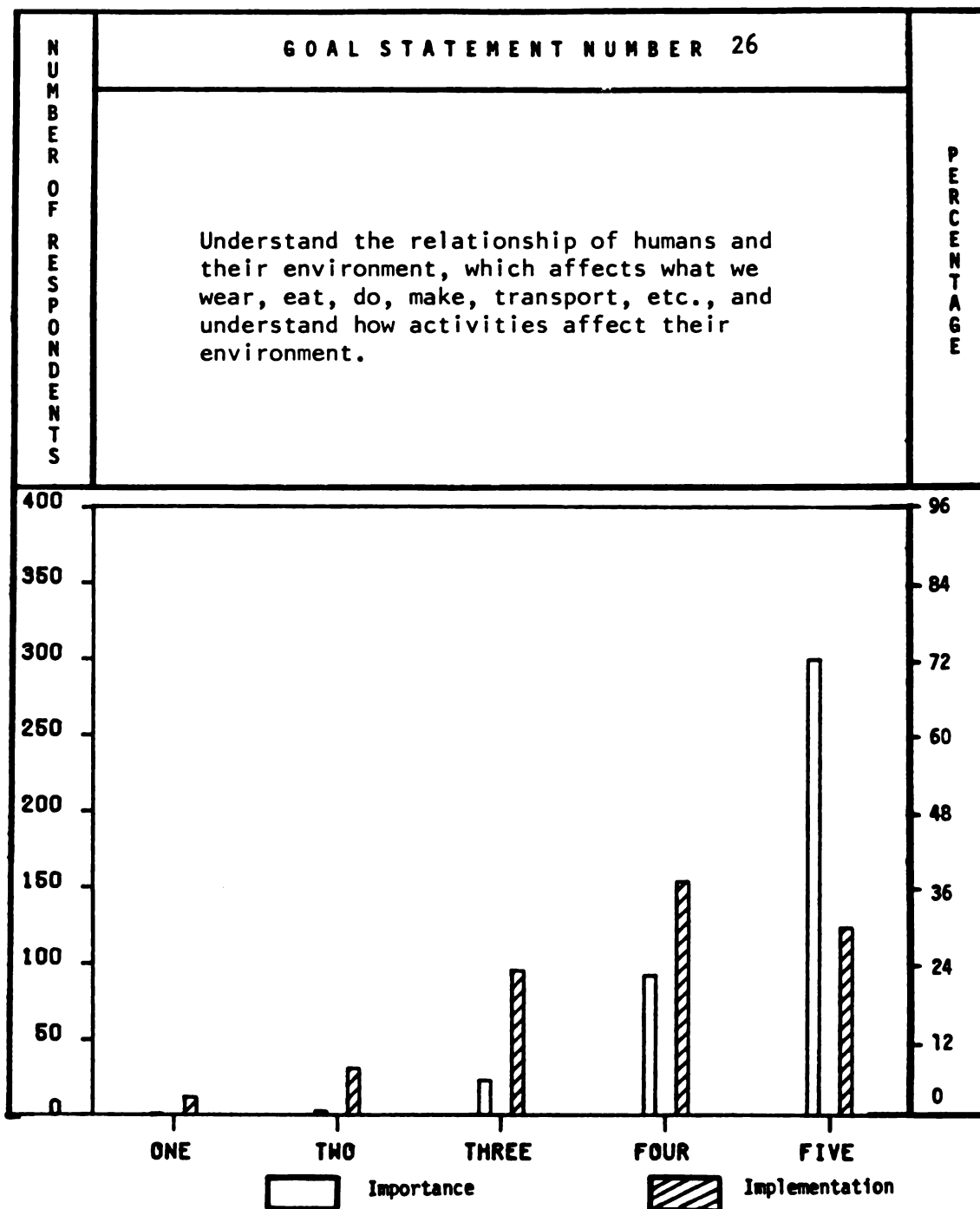


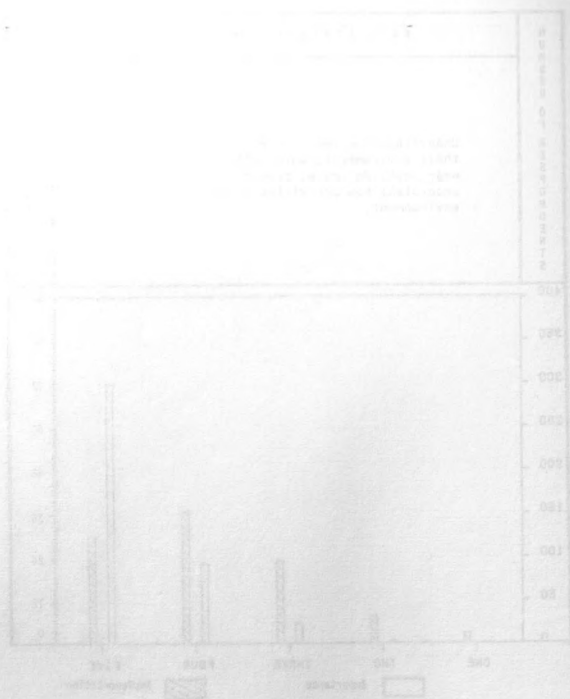


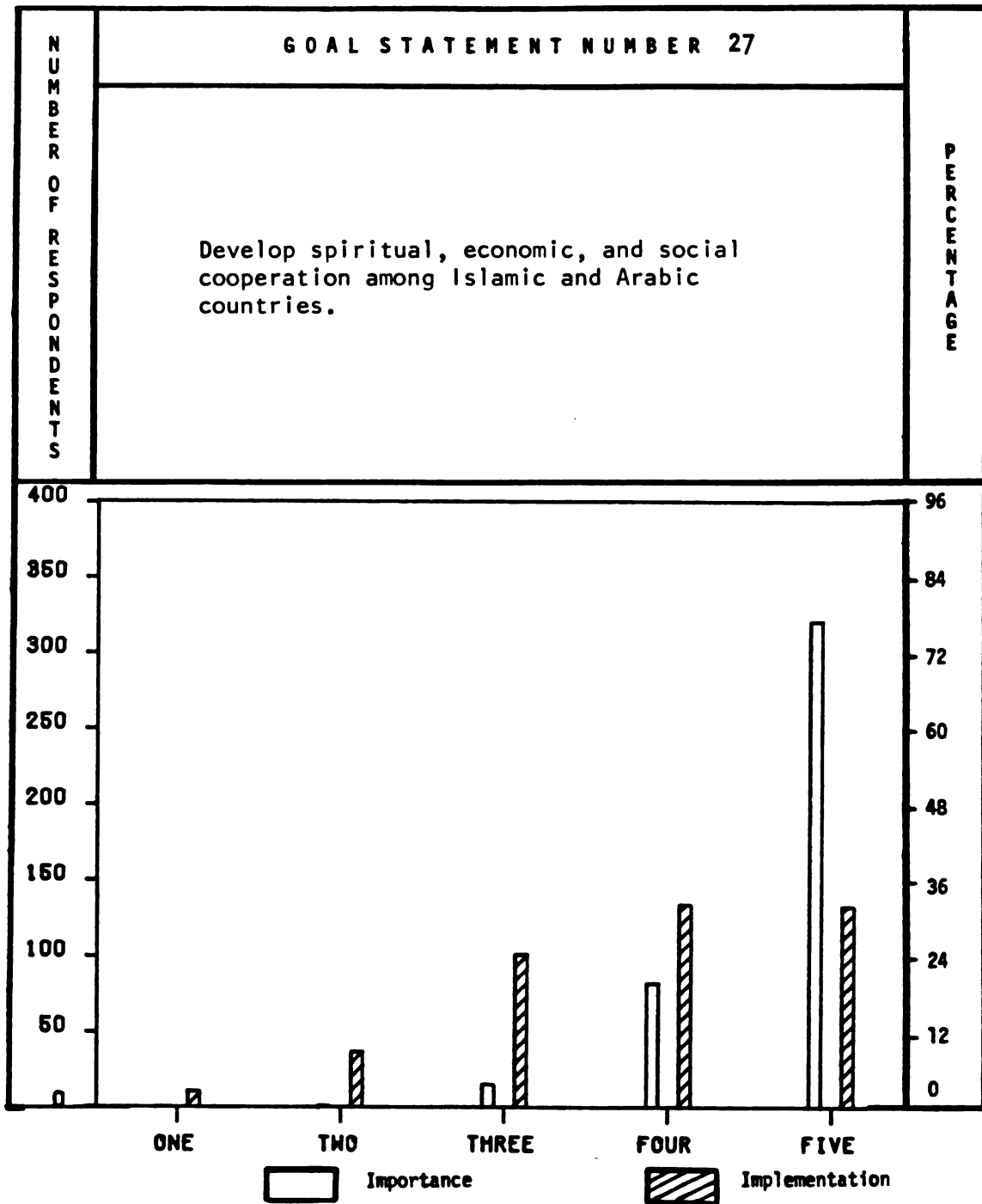














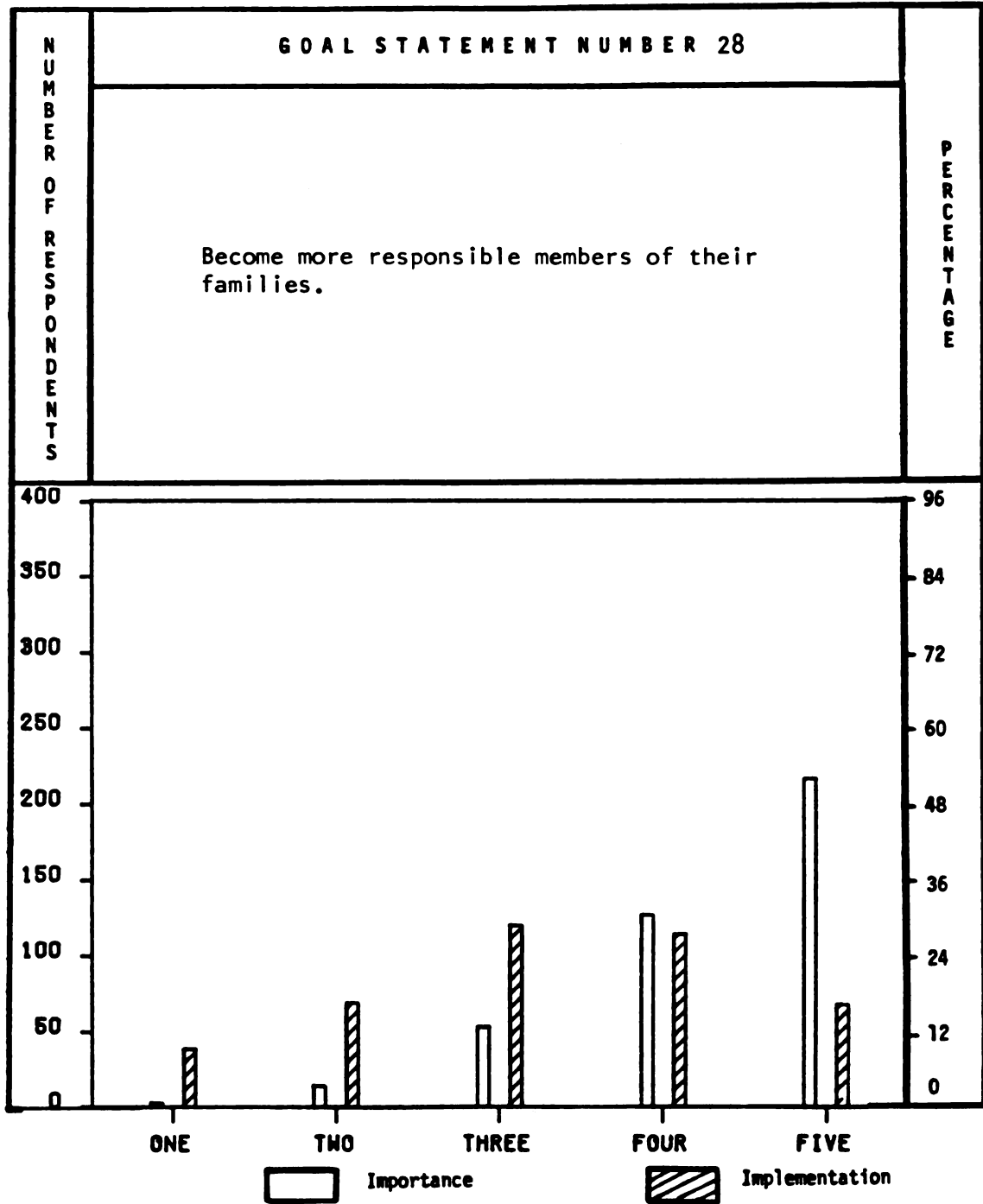
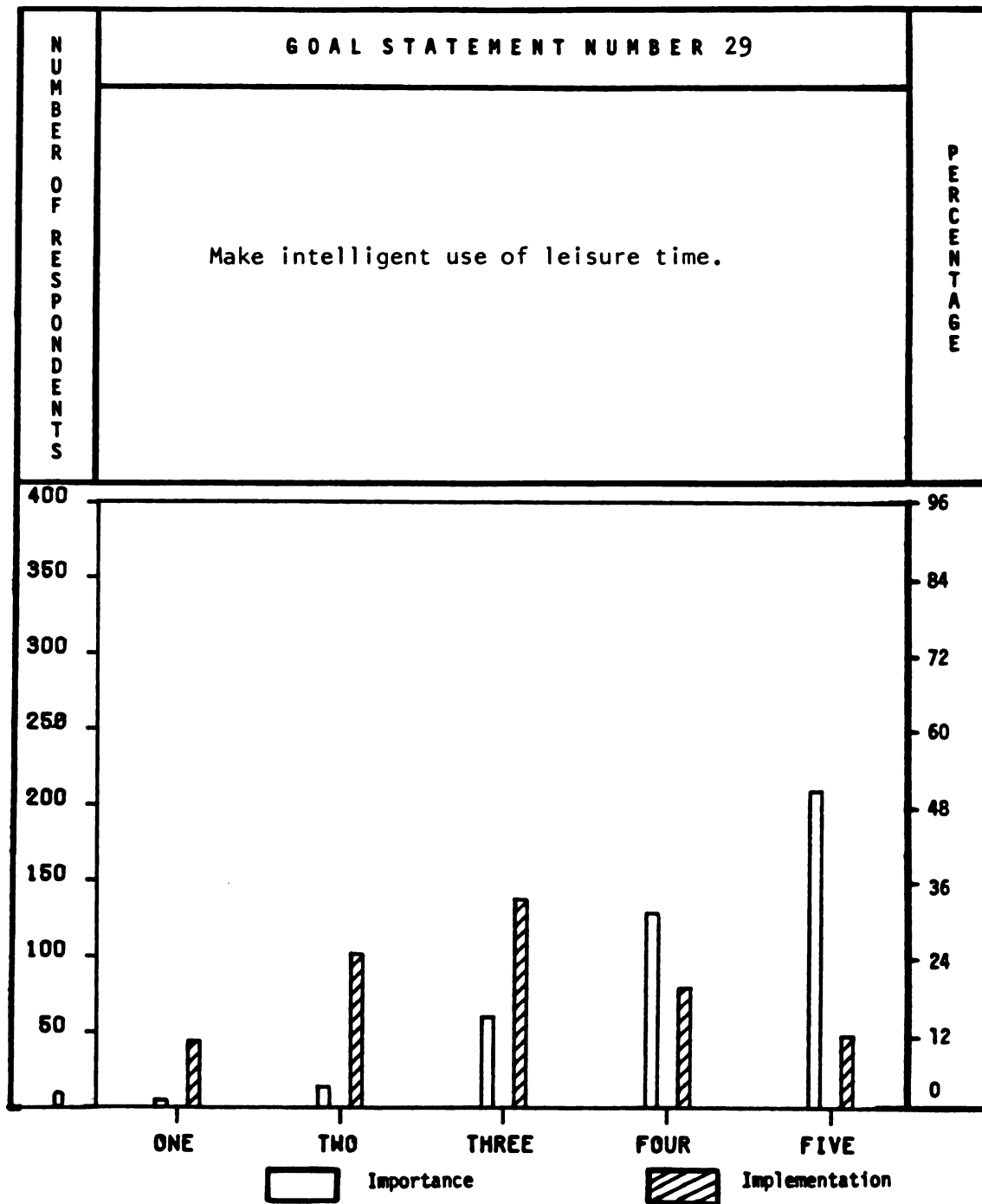


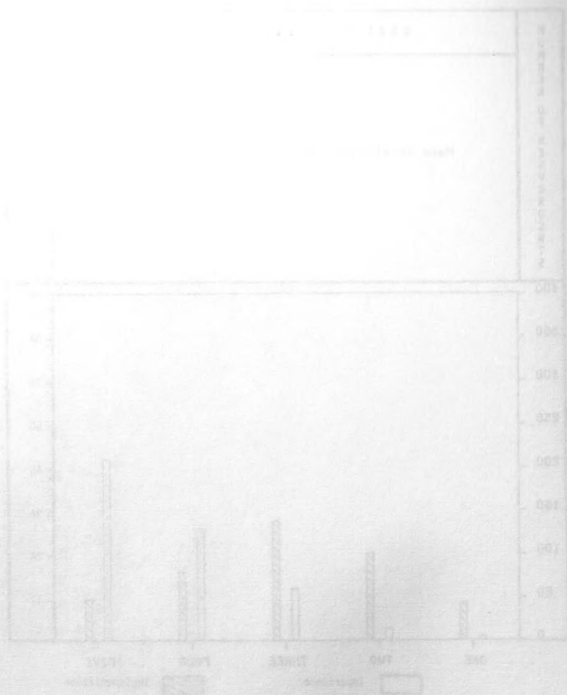
TABLE 1

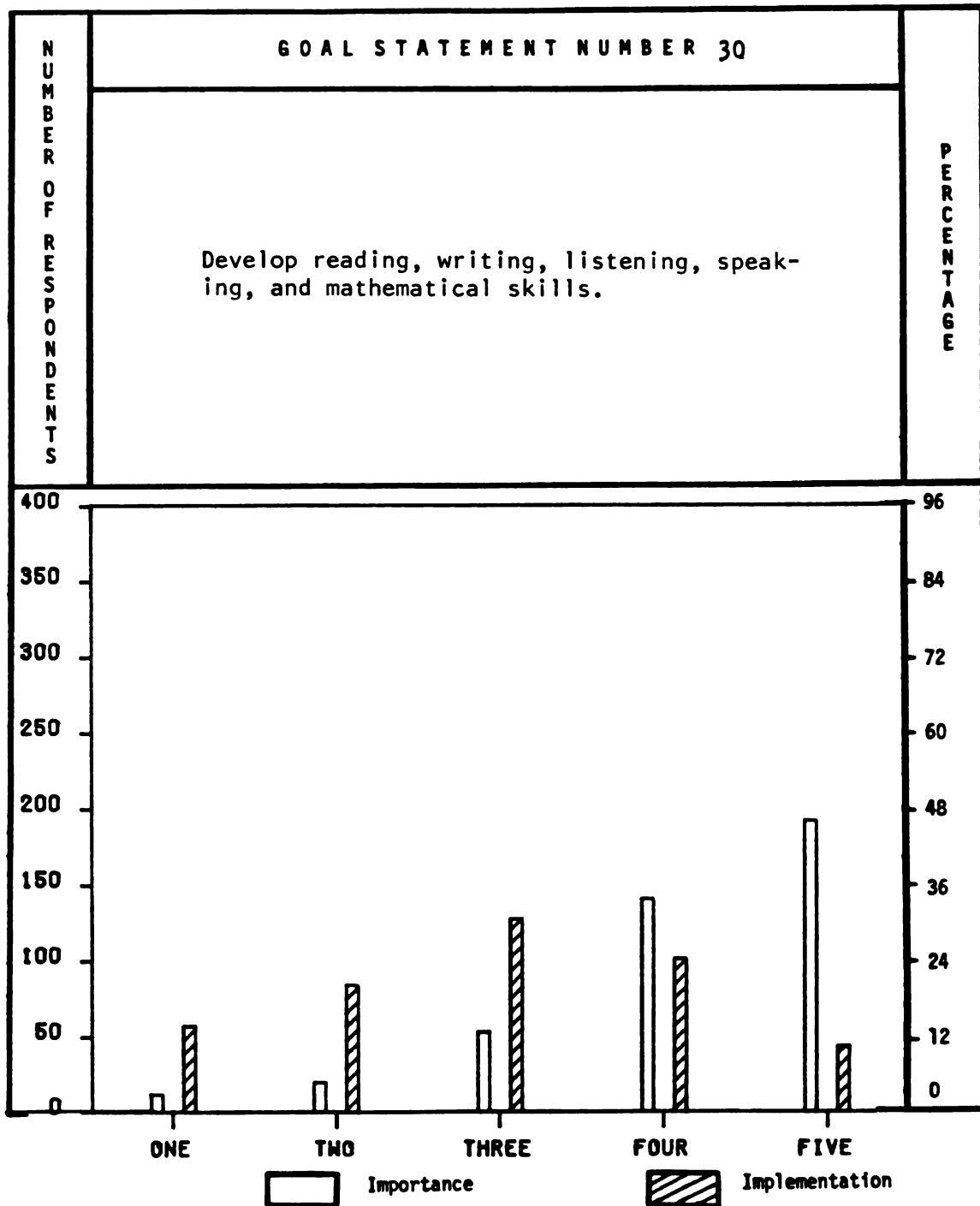
Number of fish caught

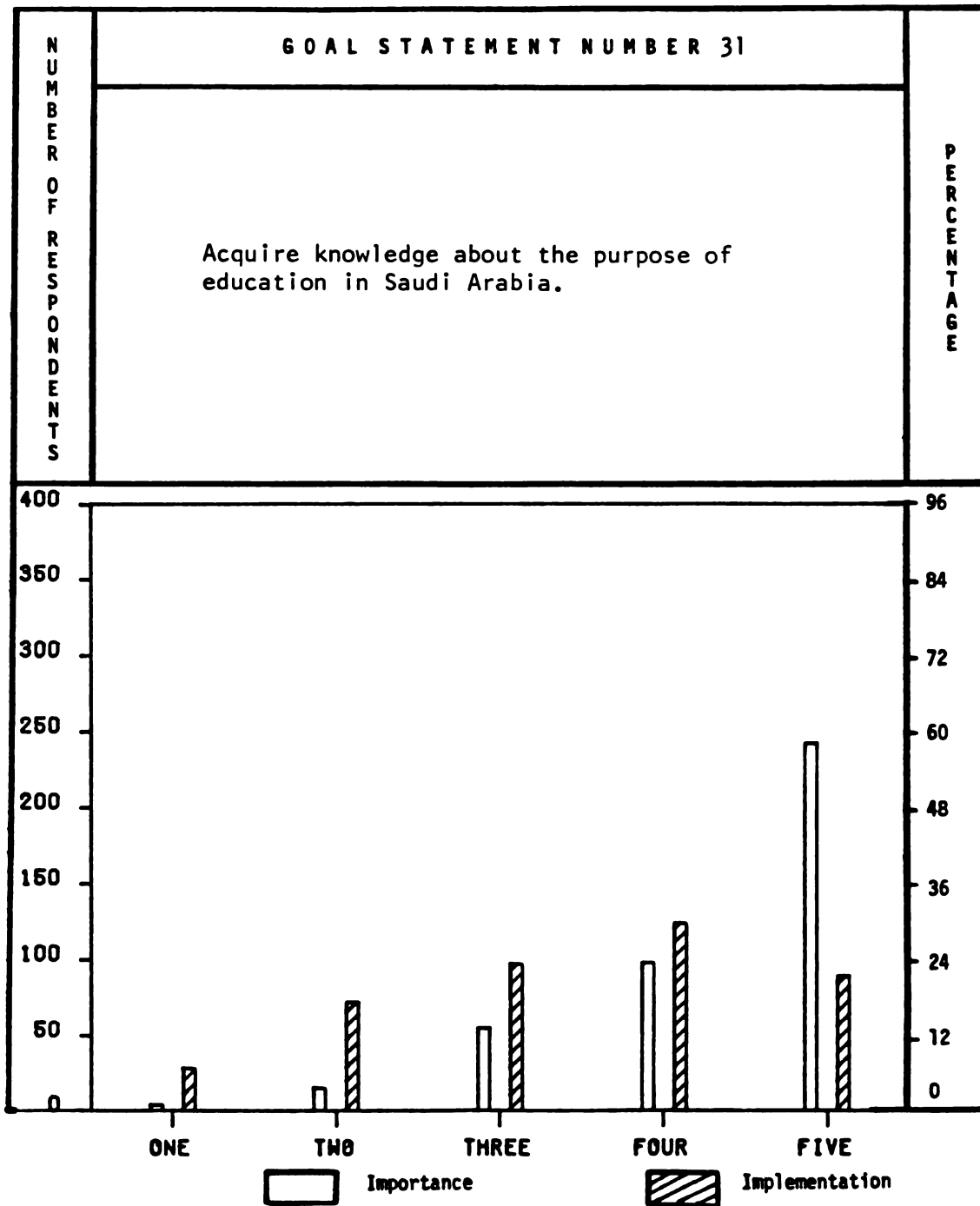
by species and sex

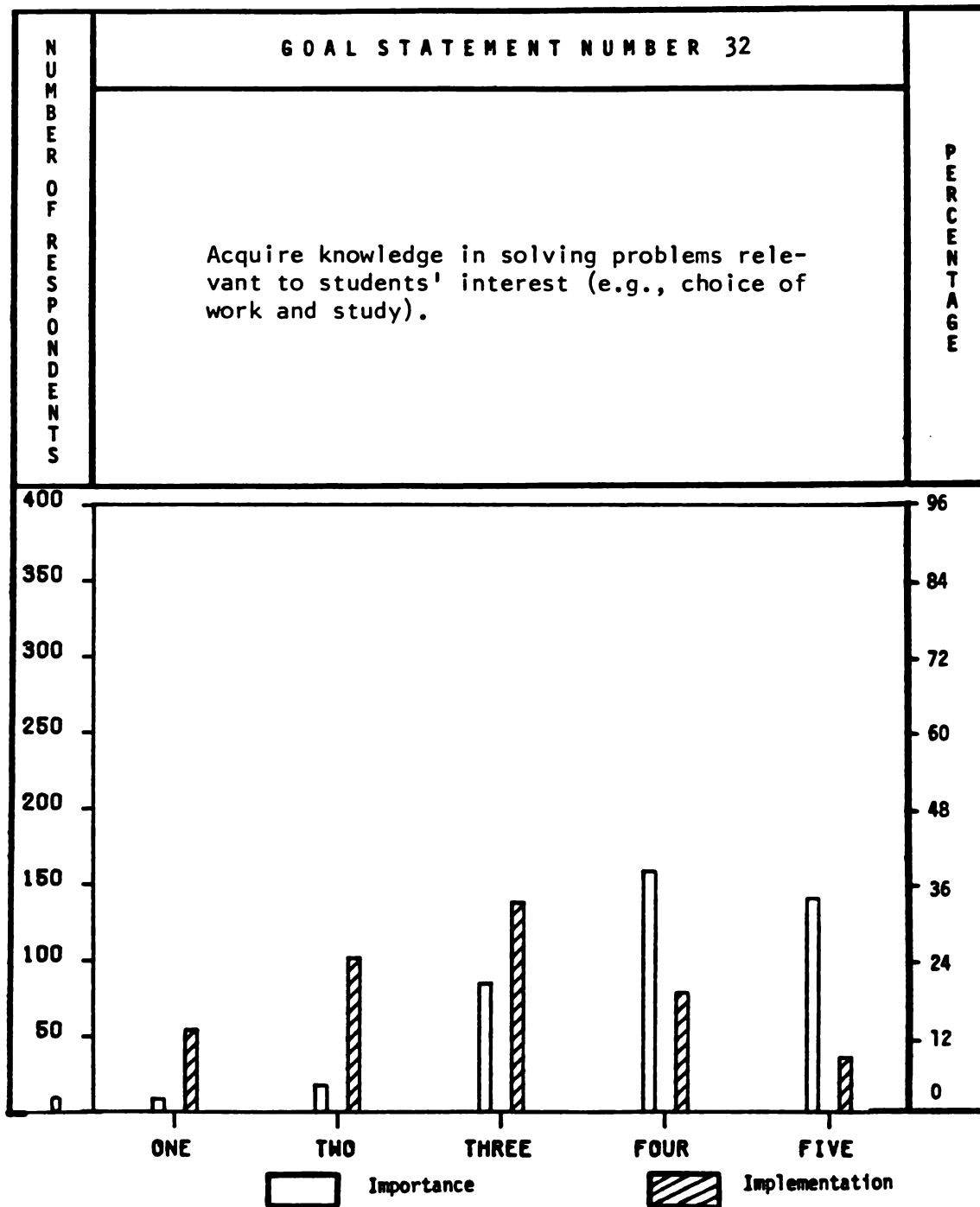


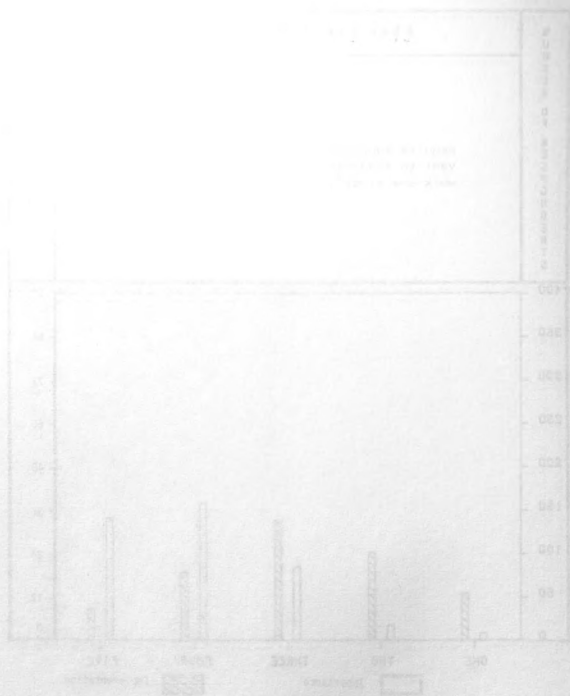


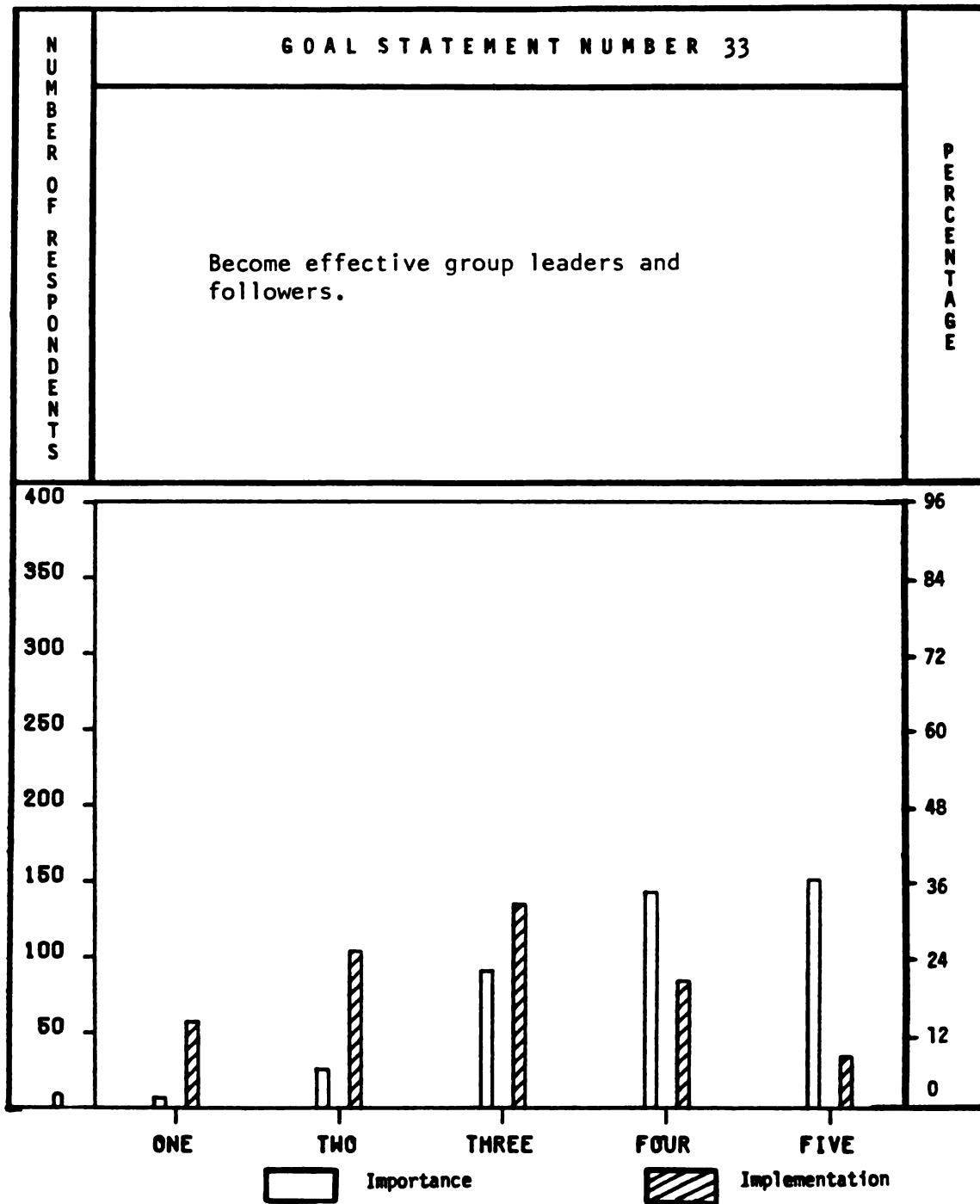


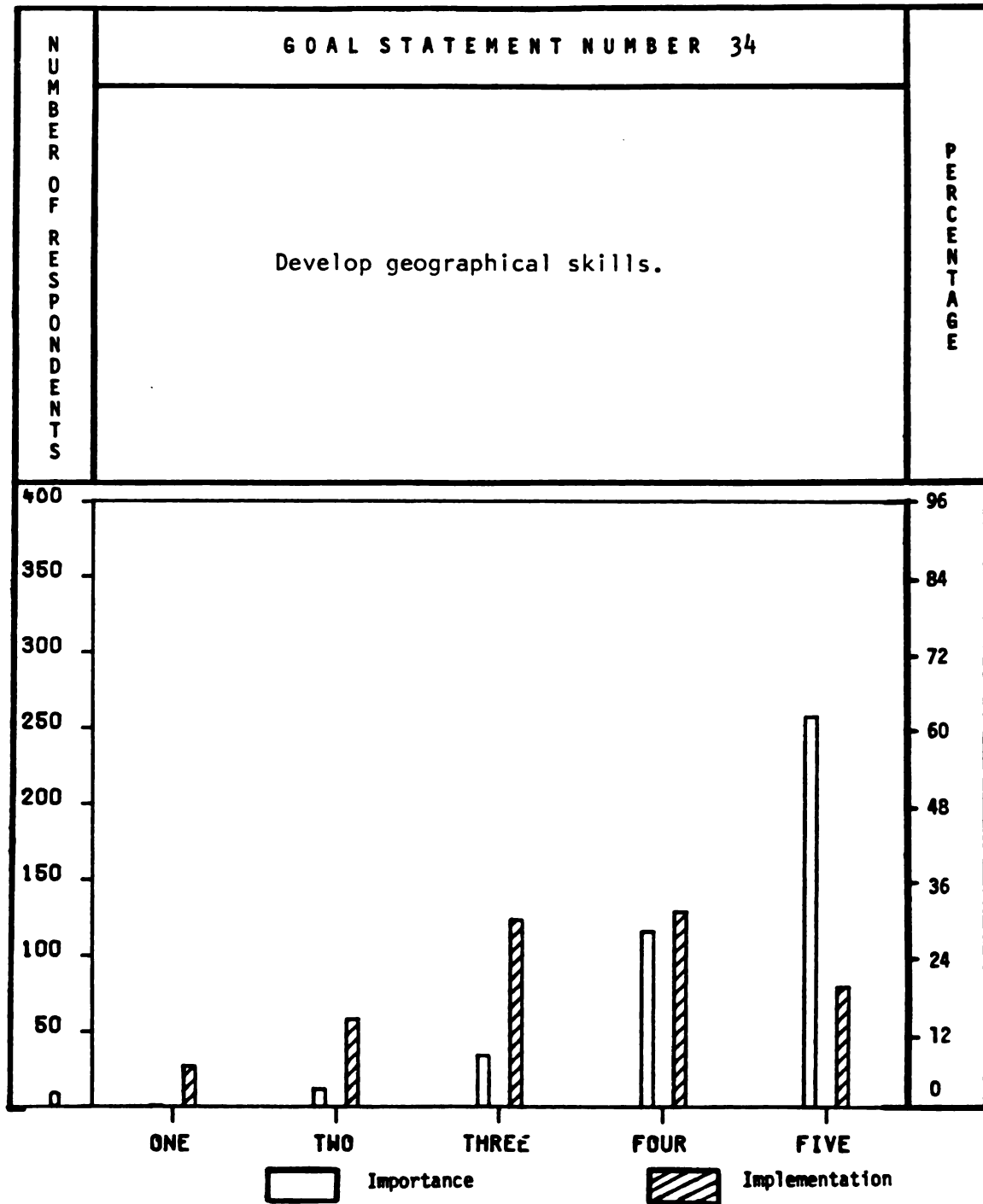


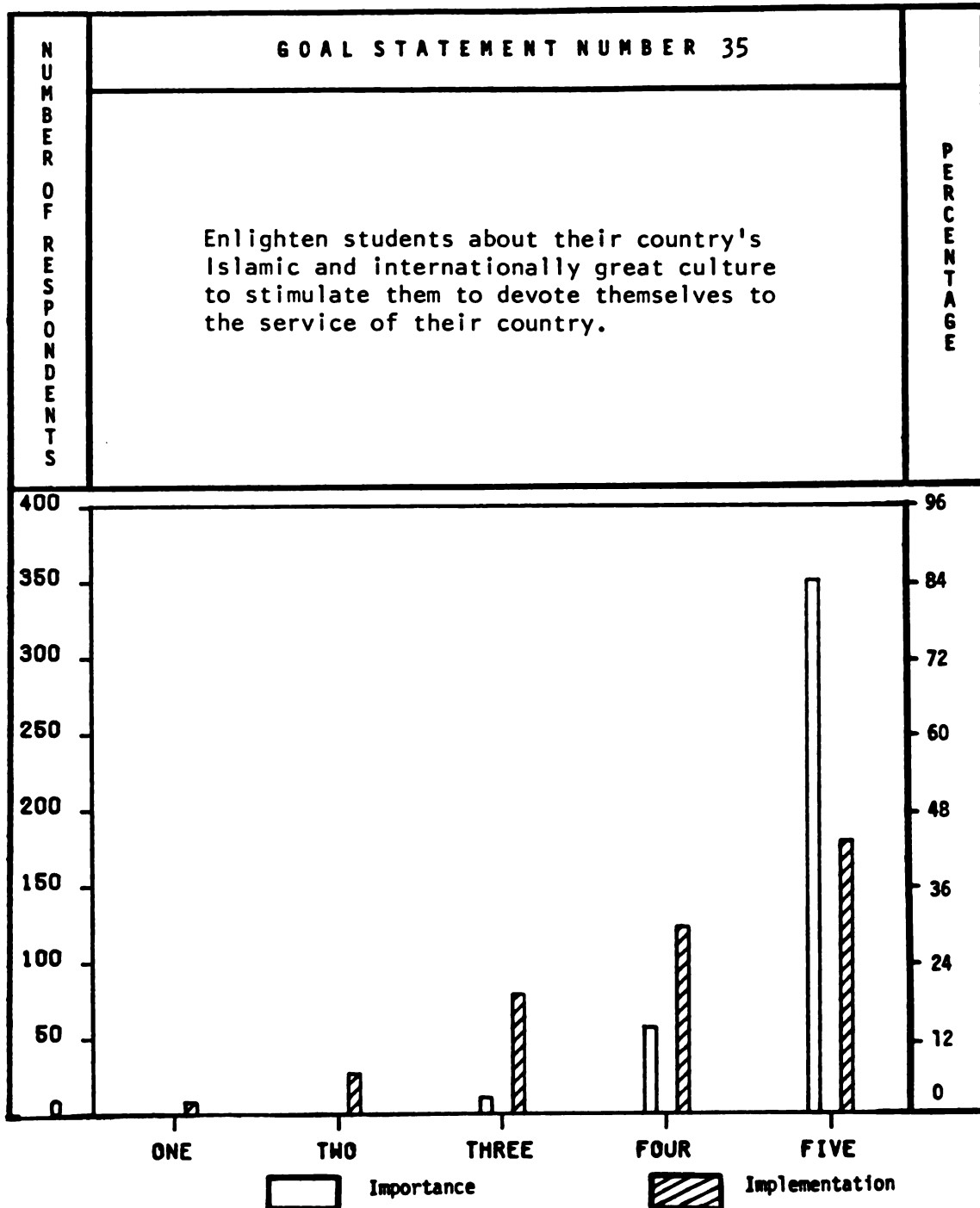


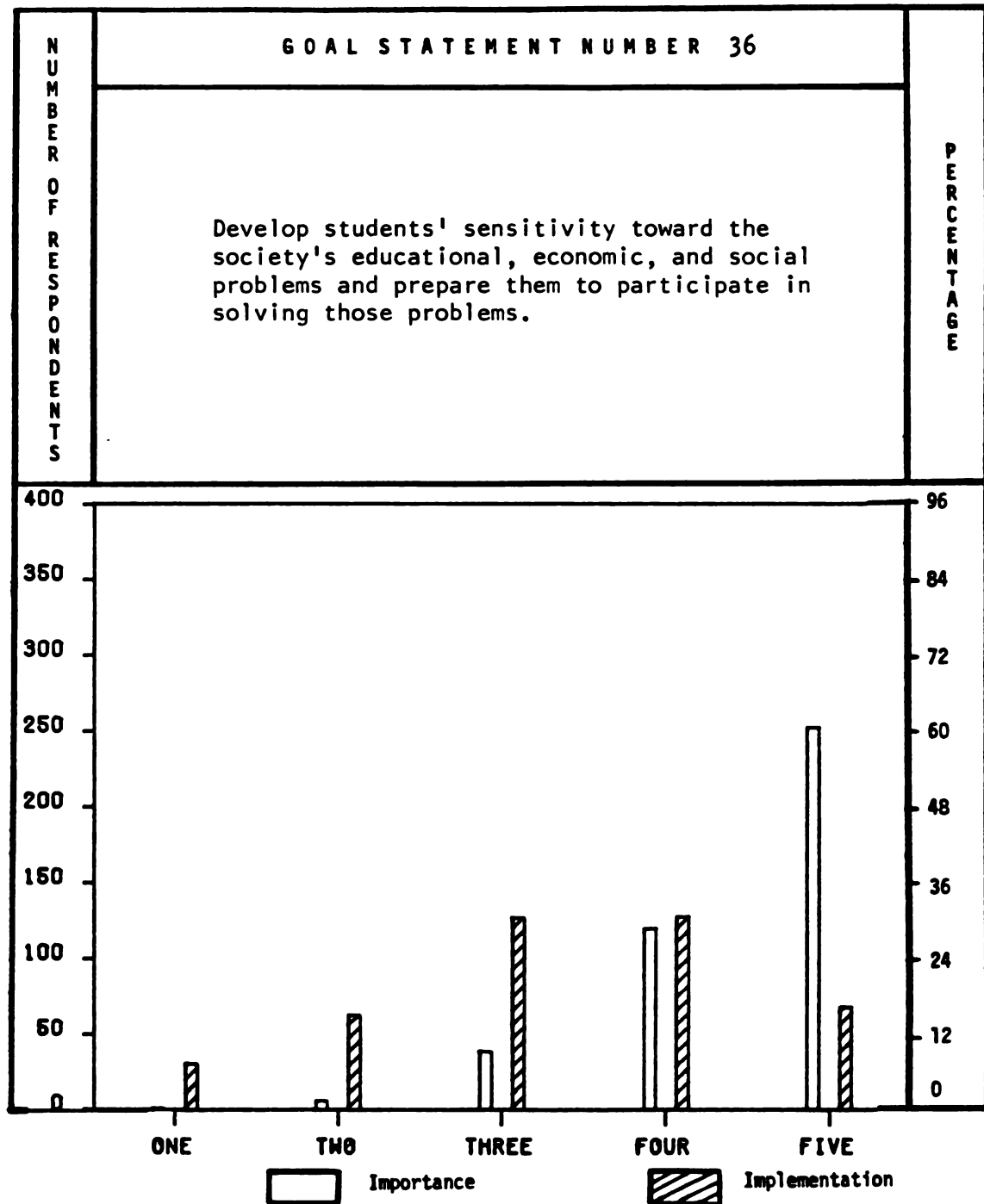


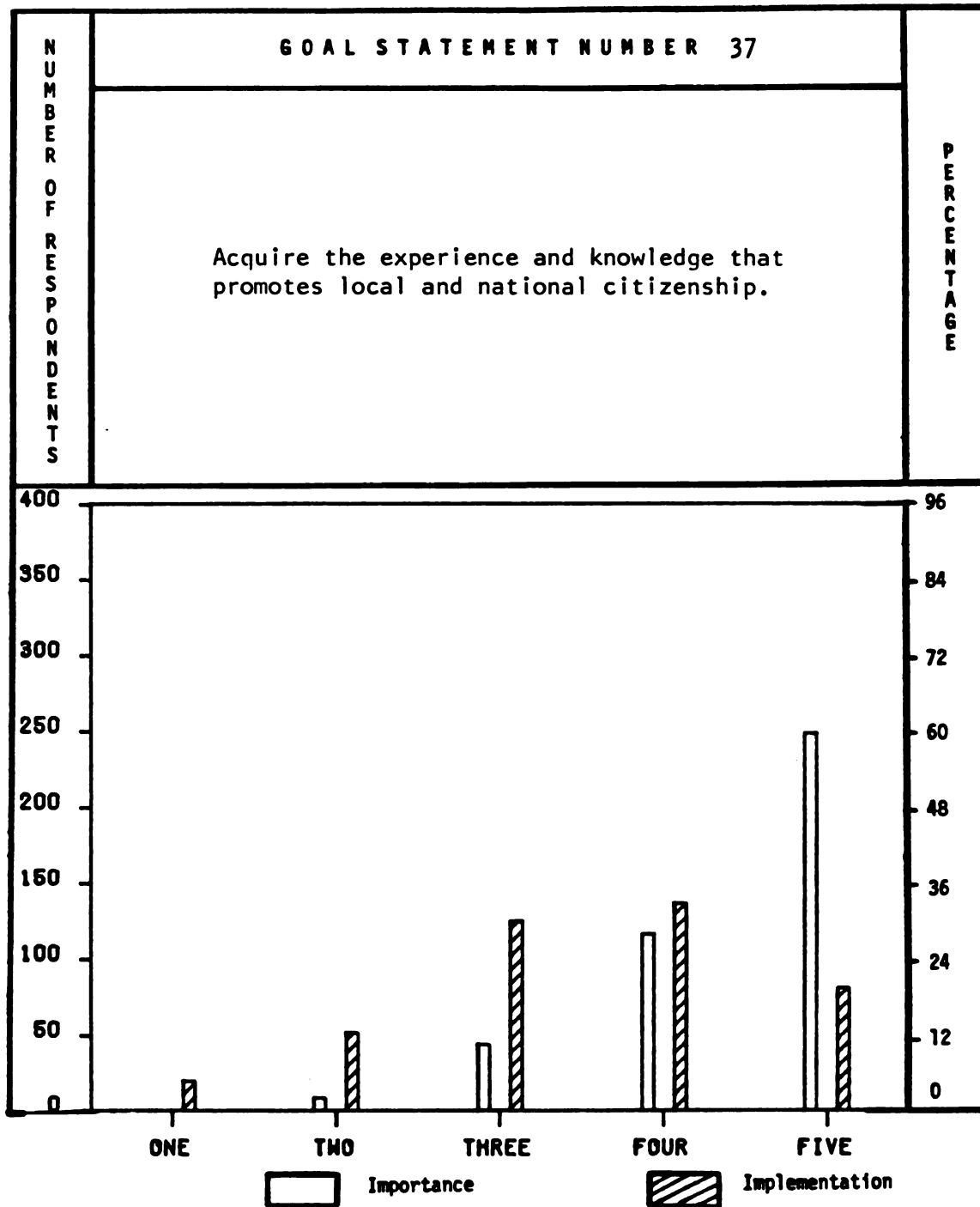


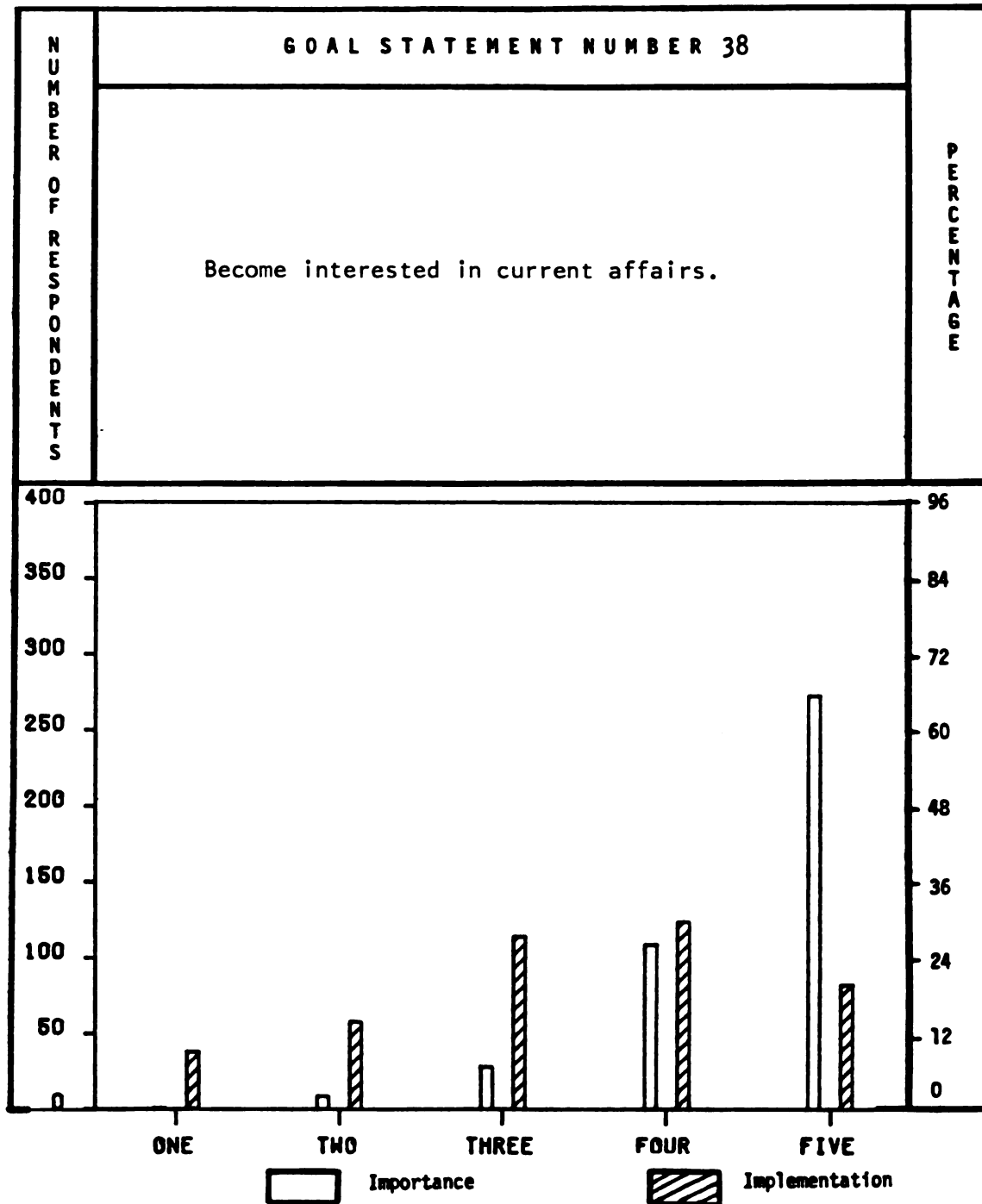


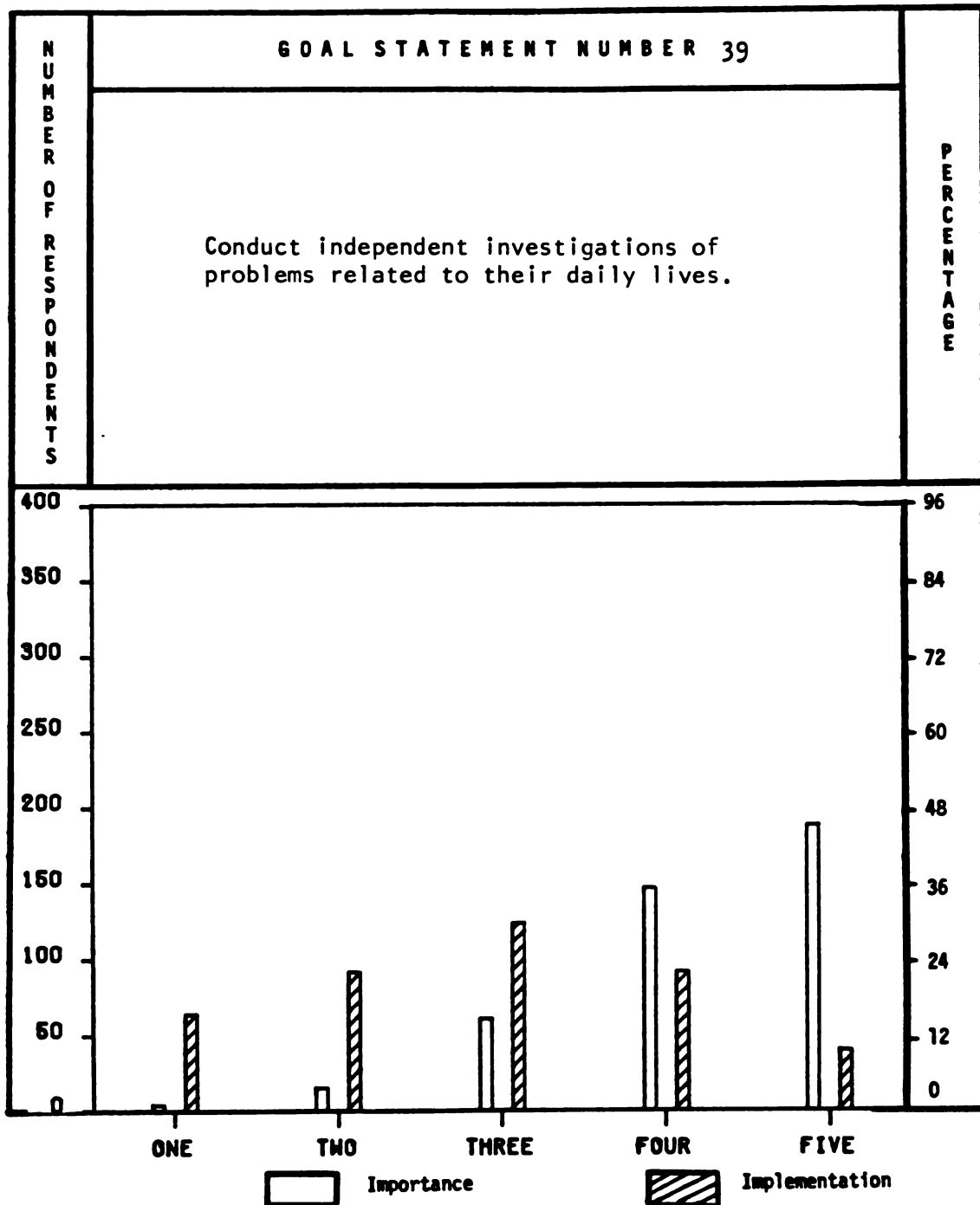


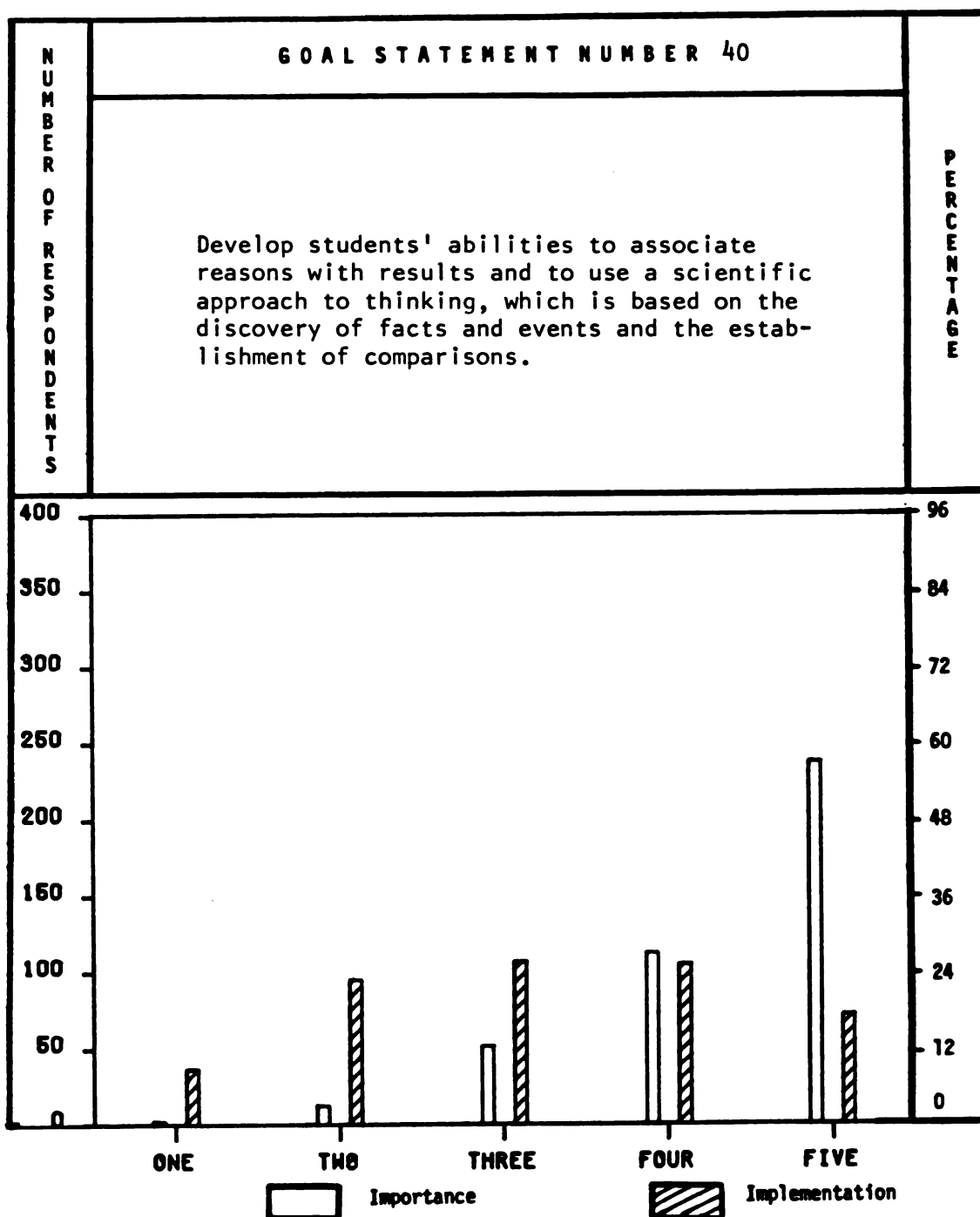


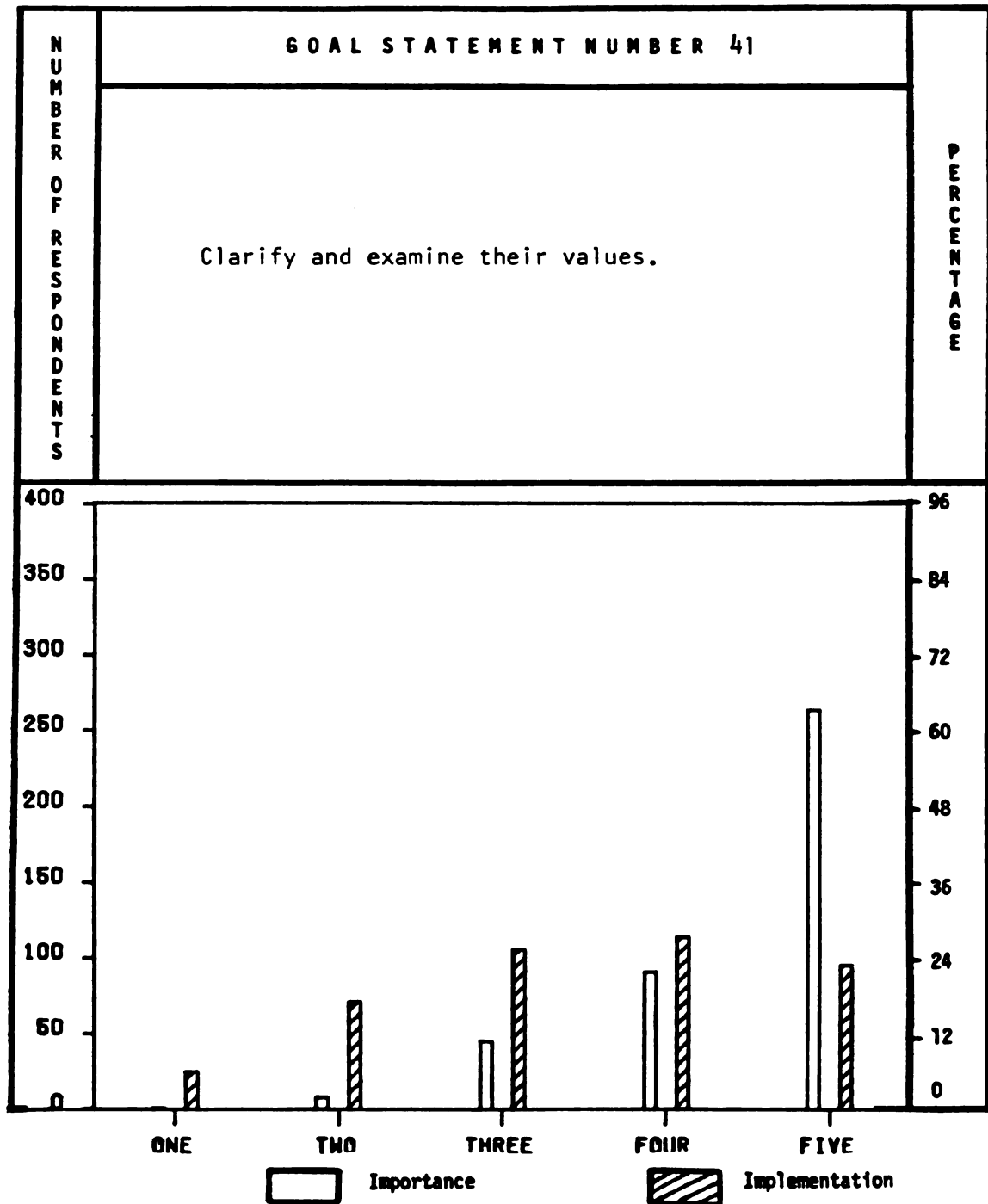












BIBLIOGRAPHY

BIBLIOGRAPHY

- Abd-el Wassie, Abd-el Wahab. Education in Saudi Arabia. London: Macmillan & Co., Ltd., 1970.
- Al-Ajroush, Hamad Al-Ali. "A Historical Development of the Public Secondary School Curriculum in Saudi Arabia From 1930 to the Present." Ph.D. dissertation, The University of Oklahoma, 1981.
- Al-Bakri, Ahmed, and Al-Jali, Okasha. Ancient Arabian History and the Biography of the Prophet Muhammed. (Seventh-grade history textbook) Fourth edition. Saudi Arabia: Government publication, 1978. In Arabic.
- _____. Principles of Physical Geography. (Seventh-grade geography textbook) Fourth edition. Saudi Arabia: Government publication, 1978. In Arabic.
- Al-Bakri, Ahmed et al. Geography of the Kingdom of Saudi Arabia. (Ninth-grade geography textbook) Fourth edition. Saudi Arabia: Government publication, 1980. In Arabic.
- Al-Ismaeel, Abdulwahab Umar. "Social Studies Teaching Strategies in Saudi Arabia Secondary Schools." Ph.D. dissertation, University of Kansas, 1981.
- Al-Sabagh, M. H. "Evaluating History Curriculum Goals at the Intermediate School Level for Girls in Saudi Arabia." Master's thesis, College of Education for Girls, General Directorate for Girls' Education, 1981. In Arabic.
- Al-Sadhan, Abdulrahman M. "The Modernization of the Saudi Bureaucracy." In King Faisal and the Modernization of Saudi Arabia. Edited by Willard A. Beling. London: Croom Helm, 1980.
- Barr, Robert D. et al. Defining the Social Studies. Bulletin 51. Arlington, Va.: National Council for the Social Studies, 1977.
- Barth, James L., and Shermis, Samuel S. "Defining the Social Studies: An Exploration of Three Traditions." Social Education 34 (1970): 743-51.

- _____. "Social Studies Goals: The Historical Perspective." Journal of Research and Development in Education 13 (1980): 1-11.
- Beyer, Barry K., and French, Henry P., Jr. "Effective Citizenship: A Continuing Challenge." Social Education 3 (October 1965): 341-44.
- Bining, Arthur C., and Bining, David H. Teaching the Social Studies in Secondary Schools. 3rd ed. New York: McGraw-Hill Book Co., 1952.
- Borg, Walter R., and Gall, Meredith D. Educational Research: An Introduction. 3rd ed. New York: Longman, 1979.
- Brandt, Ronald S., and Tyler, Ralph W. "Goals and Objectives." In Fundamental Curriculum Decisions. Edited by Fenwick W. English. Alexandria, Va.: Association for Supervision and Curriculum Development, 1983.
- Branson, Margaret Stimmann. "Understanding What It Means to Be a Citizen: Focusing on People in American History." Social Education (November/December 1981): 528-31.
- Brubaker, Dale L. Alternative Directions for the Social Studies. Scranton, Pa.: International Textbook Co., 1967.
- _____, et al. "A Conceptual Framework for Social Studies Curriculum and Instruction." Social Education 41 (March 1977): 201-205.
- Carr, Edwin R., and Wesley, Edgar B. "Social Studies." In Encyclopedia of Educational Research. Edited by Walter S. Monroe. New York: Macmillan, 1950.
- Cherryholmes, Cleo H. "Discourse and Criticism in the Social Studies Classroom." Theory and Research in Social Education 9 (Winter 1982): 57-73.
- Cogan, John. "Social Studies: Past, Present, Future." Educational Leadership (January 1976): 293-95.
- Dueck, K. G. "Teaching Citizenship Through the NCSS Curriculum Guidelines." Georgia Social Science Journal 13 (1983): 15-20.
- Dynneson, Thomas L., and Gross, Richard E. "Citizenship Education and the Social Studies: Which Is Which?" The Social Studies 73 (September/October 1982): 229-34.
- Egan, Kieran. "Attitude Formation and Social Studies Teaching." The Clearinghouse 53 (January 1980): 213-16.
- El-Ghannam, Mohamed A. "The Arab States." In Studies and Surveys in Comparative Education: Educational Goals. Paris: UNESCO, 1980.

Encyclopaedia Britannica, Vol. 16. Chicago: Encyclopaedia Britannica, Inc., 1982.

Encyclopaedia Britannica Book of the Year, 1984. Chicago: Encyclopaedia Britannica, 1984.

Engle, Shirley H. "Defining the Social Studies: What Is the Problem?" Bethesda, Md.: ERIC Document Reproduction Services, 1980.
ED 204 200

Fair, Jean. "A Rationale for Social Studies Education in Michigan." Bethesda, Md.: ERIC Document Reproduction Service, 1981.
ED 207 919.

Fraenkel, Jack R. Helping Students Think and Value Strategies for Teaching the Social Studies. 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1980.

Gross, Richard E., and Zeleny, Leslie D. Educating Citizens for Democracy: Curriculum and Instruction in Secondary Social Studies. New York: Oxford University Press, 1958.

Hass, John D. "Social Studies; Where Have We Been? Where Are We Going?" The Social Studies 7 (July/August 1979): 147-54.

_____. "The Uses of Rationales, Goals and Objectives in the Social Studies." The Social Studies (November/December 1981): 249-53.

Hobday, Peter. Saudi Arabia Today: An Introduction to the Richest Oil Power. New York: St. Martin's Press, 1978.

Ibrahim, Muhammed et al. History of the Kingdom of Saudi Arabia. (Ninth-grade textbook) Third edition. Saudi Arabia: Government publication, 1978. In Arabic.

_____. Islamic World Geography. (Eighth-grade textbook) Fourth edition. Saudi Arabia: Government publication, 1980. In Arabic.

_____. Islamic World History. (Eighth-grade textbook) Fourth edition. Saudi Arabia: Government publication, 1980. In Arabic.

Ibrahim, Saad Eddin. The New Arab Social Order. A Study of the Social Impact of Oil Wealth. Boulder, Col.: Westview Press, 1982.

_____. Islamic World Geography. (Eighth-grade textbook) Saudi Arabia: Government publication, 1980. In Arabic.

- Jabar, Soliman Mohammed. "Individualized Geography Instruction in Saudi Arabia Secondary Schools." Ph.D. dissertation, University of Kansas, 1981.
- Joyce, Bruce R. New Strategies for Social Education. Chicago: Science Research Associates, 1972.
- _____. Strategies for Elementary Social Science Education. Chicago: Science Research Associates, 1965.
- Joyce, William W., and Alleman-Brooks, Janet E. "Resolving the Identity Crisis in Elementary and Middle School Social Studies." Journal of Research and Development in Education 13 (1980): 60-71.
- Joyce, William W., et al. "Teachers', Supervisors', and Teacher Educators' Perceptions of Social Studies." Social Education (May 1982): 357-60.
- Kennedy, Kerry J. "Can We Agree on an Epistemology for the Social Studies?" Georgia Social Science Journal 10 (Spring 1977): 9-11, 21.
- Kloes, Donald. "What Needs or Goals I See in My Students That May Be in Social Studies Class." Social Studies Review 21 (1982): 23-25.
- Lantz, Mary Jean. "A Study of Teachers' and Principals' Ratings of Priorities in Social Studies Goals." Ph.D. dissertation, University of Houston, 1973.
- Lipsky, George A. Saudi Arabia: Its People, Its Society, Its Culture. New Haven: HRAF Press, 1959.
- Martorella, Peter H. "Social Studies Goals in the Middle Grades." Journal of Research and Development in Education 13 (1980): 47-59.
- Massialas, Byron G., and Hurst, Joseph B. Social Studies in a New Era: The Elementary School as a Laboratory. New York: Longman, 1978.
- Massialas, Byron G., and Jarrar, Samir Ahmed. Education in the Arab World. New York: Praeger, 1983.
- McTeer, J. H., et al. "A Study of Differences of Views of Students, Parents, Teachers, and Administrators on Selected Teaching Objectives." Bethesda, Md.: ERIC Document Reproduction Service, 1976. ED 130 9574

- Mehlinger, Howard D. "Social Studies Education: A Transnational Profession." In Teaching Social Studies in Other Nations. Bulletin 60. Edited by Howard D. Mehlinger and Jan L. Tucker. Washington, D.C.: National Council for the Social Studies, 1979.
- Michaelis, John U. Social Studies for Children in a Democracy. 6th ed. Englewood Cliffs, N.J.: Prentice-Hall, 1976.
- Morrissett, Irving. "Romance and Realism in Citizenship Education." The Social Studies (January-February 1981): 15-17.
- Nie, Norman et al. Statistical Package for the Social Sciences. New York: McGraw-Hill Book Co., 1975.
- Palmer, John R. "Selection and Use of Textbooks and Audio-Visual Materials." In New Challenges in the Social Studies. Edited by Byron G. Massialas and Frederick R. Smith. Belmont, Calif.: Wadsworth Publishing Co., 1965.
- Parssinen, Catherine. "The Changing Role of Women." In King Faisal and the Modernization of Saudi Arabia. Edited by Willard A. Beling. London: Croom Helm, 1980.
- Preston, Ralph. Teaching Social Studies in the Elementary School. 3rd ed. New York: Holt, Rinehart and Winston, 1968.
- Price, Roy A. "Goals for the Social Studies." In Social Studies Curriculum Development: Prospective and Problems. Edited by Dorothy McClure Fraser. 39th Yearbook of the National Council for the Social Studies. Washington, D.C.: National Council for the Social Studies, 1969.
- Saudi Arabia, Kingdom of. The Educational Policy of the Kingdom of Saudi Arabia. Saudi Arabia: Ministry of Higher Education, 1978.
- _____. Educational Statistics in the Kingdom of Saudi Arabia. 15th issue. Saudi Arabia: Ministry of Education, 1981-82. In Arabic.
- _____. "Educational Supervision, Its Past and Present." Saudi Arabia: Ministry of Education, 1984. (Unpublished document.) In Arabic.
- _____. Facts and Numbers: Achievements of Developmental Planning. Saudi Arabia: Ministry of Planning, 1982. In Arabic.
- _____. Intermediate Curriculum Guide for Boys. Saudi Arabia: Ministry of Education, 1971. In Arabic.

- _____. "Summary Statistics." Saudi Arabia: General Directorate for Girls' Education, 1981-82. (Unpublished document.)
- _____. "Summary Statistics." Saudi Arabia: General Directorate for Girls' Education, 1982-83. (Unpublished document.)
- _____. "Summary Statistics." Saudi Arabia: Ministry of Education, 1982-83. (Unpublished document.)
- Seralkhatim, A. A. "Evaluating History Teaching at the Intermediate School Level for Boys in Saudi Arabia." Riyadh: Research Center, College of Education, Riyadh University, 1977.
- Shaver, James P. "Social Studies: The Need for Redefinition." Social Education (November 1967): 588-92, 596.
- Thomas, Murray R., and Brubaker, Dale L. Decision in Teaching Elementary Social Studies. Belmont, Calif.: Wadsworth Publishing Co., 1971.
- Tibawi, A. L. Islamic Education: Its Traditions and Modernization Into the Arab National Systems. London: Luzac and Co., Ltd., 1972.
- Towagry, Ali Mohammed. "Organization Analysis and Proposed Reorganization of the Ministry of Education of the Kingdom of Saudi Arabia." Ph.D. dissertation, University of Arkansas, 1973.
- Turner, Mary Jane. "Citizenship: It Can Be Taught, But How Well Are We Teaching It?" Social Studies Review 20 (Fall 1980): 53-56.
- Tyler, Ralph W. Basic Principles of Curriculum and Instruction. Chicago: The University of Chicago Press, 1949.
- Walpole, Norman C., et al. Area Handbook for Saudi Arabia. Washington, D.C.: Government Printing Office, 1971.
- Well, Donald A. Saudi Arabia Development Strategy. Washington, D.C.: American Enterprise Institute for Public Policy Research, 1976.
- Wesley, Edgar Bruce, and Adams, Mary A. Teaching Social Studies in Elementary Schools. Boston: D. C. Heath and Co., 1952.
- Wesley, Edgar Bruce, and Cartwright, William H. Teaching Social Studies in Elementary Schools. 3rd ed. Boston: D. C. Heath and Co., 1968.

Wesley, Edgar Bruce, and Wronski, Stanley P. Teaching Social Studies in High School. 5th ed. Boston: D. C. Heath and Co., 1964.

Wronski, Stanley P. "The Social Studies: Their Nature and Potential."
Paper presented at the International Meeting of Experts on the
Role of Social Studies in Education for Peace and Respect for
Human Rights, East Lansing, Michigan, May 23-29, 1976. Bethesda,
Md.: ERIC Document Reproduction Service, 1976. ED 125 947