

Kingdom of Saudi Arabia  
Ministry of Higher Education  
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Faculty of Social Sciences  
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# **The Internal Efficacy of Girls' Public Secondary Schools in the Kingdom of Saudi Arabia**

## ***A Field Study***

**A Thesis in fulfillment of the requirements for the PhD.  
Degree in Educational Management & Planning**

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## **Abstract**

### **The Internal Efficacy of Girls' Public Secondary Schools in the Kingdom of Saudi Arabia, a Field study**

The study identified qualitative and quantitative internal efficacy and suggested ways to elevate internal efficacy of the education system in girls' public secondary schools of Riyadh city, Kingdom of Saudi Arabia.

The researcher relied on analytical descriptive method: documentary, survey, follows up and system analysis method.

The flow of a cohort of female pupils was followed through the education system in Riyadh city public secondary schools. Three cohorts between the years 1415 and 1421 (H) and the fourth cohort in the years 1420-1424 (H).

#### ***The researcher has used:***

Questionnaires, personal interviews, teacher professional efficacy parameters, expert questionnaire statement regarding student assessments, survey statements for all the school buildings and its related basic equipments, result follow up method, real cohort statements. On the other hand, statistical study was represented in mathematical formulae computing cohort efficacy using restructuring of the cohorts and statistical forms.

#### ***The study concluded to the following results:***

First: Quantitative internal study results were obtained for the education system in the public secondary school all over the Kingdom for four cohorts of which three were before the implementation of the new student assessment regulations and the last cohort adapted the new assessment regulations and was done through the re-structuring of the cohort from the school records.

Second: Based on the comparison between the two types of cohorts (the three real cohorts and the fourth reconstructed cohort) the internal quantitative efficacy of the three cohorts during 1415-1421 (H) and the fourth cohort 1420-1424 (H) the following results were obtained:

- The Input/output ratio decreased and reached 1.16 equivalent to a loss of 0.16%.
- Efficacy ratio was increased in the cohort of (1420-1424) and reached 86.04 which is greater than the other 3. The average number of years spent by one graduate decreased to 3.21 years

and the remaining cohorts remained at 3.5, 3.52. Drop out percentage in cohorts reduced to 0.27%, indicating that, the students, in accordance with the new evaluation method, graduate faster than the other cohorts.

Third: Quantitative efficacy results of the education system in public school stage all over Riyadh city through real cohort results follow up from 1415-1421 (H) is:

- Quantities internal efficacy ratio of education system in secondary schools in Riyadh City reached 78.3% and input/output ratio 1.28. Failure percentage in cohorts was 9.97% and drop out percentage in the cohort was 3.75%
- The average number of years spent in school to graduate is 3.83 years which indicate loss percentage reaching 28% of the total invested years by the graduates were lost due to failure or drop out. One graduate has used almost 3.83 years to graduate from secondary stage.
- Degradation of qualitative internal efficacy required the unification of efforts to improve the efficiency of education.
- The researcher detected failure subjects for female students. The highest failure was in English language followed by scientific subjects.

The most important reasons of failure in the cohort: difficulty of 1<sup>st</sup> and 3<sup>rd</sup> grade subjects namely scientific, and English Language, early marriage, family responsibility, repetition of absence and student level non-follow up by the parents.

The education environment showed high density of classes in which students occupy an area less than 0.5 square meter which is in violation of the rules applied by the Ministry of Education.

The study concluded to suggestions to enhance the efficiency: open effective communication channels between home and school, seek to achieve safety and security factors in education facilities, reduce density in classes, review curriculum, train teachers and complete and fit out the labs.