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**The Relationship between the Academic
Achievement of Female Students in Public
and Private Elementary Schools and Certain
Social and Educational Factors**
A Comparative Field Study

**A Thesis submitted in fulfillment of the requirements for the
PhD. Degree in **Education Principles****

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1423 AH

Abstract

The Relationship between the Academic Achievement of Female Students in Public and Private Elementary Schools and Certain Social and Educational Factors

A Comparative Field Study

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The objective of the study is to improve the academic achievement of the sixth elementary grade female students in public and private schools through identifying the impact of the social and educational factors on the academic achievement and revealing the differences in the academic achievement between public and private schools.

Therefore, the study attempted to answer the following questions:

1. What is the relation of the social factors associated with the academic achievement of the sixth elementary grade female students in both public and private schools in Riyadh, Saudi Arabia?
2. What is the relation of the educational factors associated with the academic achievement of the sixth elementary grade female students in both public and private schools in Riyadh, Saudi Arabia?
3. Are there any statistically significant differences in academic achievement of the sixth elementary grade female students between public and private schools in Riyadh, Saudi Arabia?

The study is based on a theoretical framework which deals with the following:

The academic achievement (its concept, importance, goals and techniques) and the factors influencing it. Since the theories of Education Sociology have established the foundation on which the interpretation of the difference in academic achievement among students is based, in terms of the relationship between education and society, namely: the conflict approach and the functional approach; and that the difference between the two theories has resulted in two different interpretations of the reasons behind inequality in academic achievement, the researcher has , therefore, investigated the explanatory theories of the reasons leading to this difference in achievement. Since this study examines social and educational variables in a society that is unique from other societies (i.e., the Saudi Society) , the researcher has focused on the Islamic approach and its interpretation of the difference in academic achievement

among the female students. In light of the uniqueness of the Saudi educational system, which emanates from its policy, principles and values as boys and girls education are separated, a brief review of the development of the girls education (both in the public and private sectors) was given because it is the spatial dimension for the subject matter of the study. To avoid repetition with other studies and researches, and to complement them, previous studies which investigated the social and educational factors affecting the academic achievement were reviewed, in addition to the review of several studies which compared the academic achievement between public and private schools at the National, Arab, and International levels.

Most previous studies had investigated the relationship between social and educational factors and academic achievement; however, there are no National or Arabic studies that have comparatively investigated social and educational factors and their impact on academic achievement between public and private schools, except for one study (Al Ghamdi and Asiri, 1992) conducted in Taif, Saudi Arabia and was limited to the male students population.

Therefore, this study is needed to complete efforts in this field and identify the impact of social and educational factors on the academic achievement in a different social environment, in addition to its different time and spatial dimensions from previous studies.

The researcher has utilized the descriptive methodology (the causative comparative) for answering the the study's questions and revealing the impact of social and educational factors on the academic achievement through comparing the differences in academic achievement between female students in the public and private schools.

To achieve the study objectives, three tools for collecting data were used, specifically:

A questionnaire for measuring the social level was prepared by the researcher. It consisted of the following variables: age, family size, housing, parents' educational level, occupation and family income. The questionnaire was distributed to both female students and their guardians. The researcher also prepared another questionnaire for measuring educational factors at the school and it consisted of the following variables: the school building, equipment, extra-curricular activities, and the teacher). This questionnaire was distributed to the directresses of a sample of schools included in the study.

The researcher also prepared four achievement tests on the 6th elementary grade's curriculum of the second semester for the following subjects (jurisprudence, grammar, math, geography). The content of these tests was organized, tabulated and presented to measurement

refrees to measure the test's validity. The tests consistency indicators for these subjects were concluded via the international consistency methodology, as the consistency co-efficient values of these tests were high.

The study tools were applied to the Saudi female students who were enrolling in the 6th elementary grade for the school year 1417/ 1418H in public and private schools. The researcher entered the data into a computer for analysis. Frequencies and percentages were calculated to describe the sample characteristics.

The following results were concluded:

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A. With respect to the first question:

There is a relationship between social factors and academic achievement. For example, results have shown that there is a reverse relationship between age and academic achievement; however, there is a positive relationship between parents' occupation, parents' education, parent's income and family income from one side and academic achievement from the other. The study has also found that there is no relationship between the remaining social factors and academic achievement.

B. With respect to the second question

There is a relationship between educational factors and academic achievement. For instance, the study has shown that the school design has a positive relationship with academic achievement. However, the study found that there is no relationship between the remaining educational variables and academic achievement.

The results of identifying the variables that can interpret the difference in academic achievement has indicated that there are three independent variables which entered the regression equation and are collectively interpreted only (16%) of the difference in academic achievement namely: The father's education and the mother's education from the socio-economic variables, and the design of the school building from the educational variables. This has indicates that these variables managed to explain only 16% of the difference in academic achievement.

C. With respect to the third question:

The study found that there are no statistically significant differences between public and private schools with respect to academic achievement.