

THE DEGREE OF KNOWLEDGE OF THE ELEMENTS OF THE EDUCATIONAL CURRICULUM AMONG SECONDARY SCHOOL SOCIAL STUDIES TEACHERS IN THE CITY OF DAMMAM IN THE KINGDOM OF SAUDI ARABIA

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ABSTRACT

The aim of this study is to reveal the knowledge of the elements of the curriculum among secondary school social studies teachers in the city of Dammam in the Kingdom of Saudi Arabia, and the effect of each of the variables of gender, specialization, and experience on the level of that knowledge. The study sample comprised of (100) male and female teachers. To achieve the purpose of the study, a cognitive test consisting of (40) multiple-choice items was developed. Results indicated a low level of methodological knowledge among social studies teachers, which the level of this knowledge was much lower than the educationally acceptable level (80%). The results also indicated that there were no statistically significant differences in the level of teachers' knowledge due to gender, specialization, or experience.

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1. INTRODUCTION

The teacher has a great place in preparing and directing generations to develop and move forward. He/she is an essential element and a mainstay for the development of the educational process. The teacher deals with students' ideas, refine them and works on developing them in various aspects. The success of the teacher in performing his/her roles and tasks requires him/her to be familiar with the basic elements of the curriculum that he/she performs to teach it to the students. The teacher is considered a mainstay in developing the educational process and directing it towards the right path to achieve its goals.

The planning and organization of the curriculum are of great importance, but if they are implemented by a teacher who is not able to decide and is weak. Hence, this effort in organizing the curriculum will become worthless. (Joudeh, 1984). The social studies teacher has an important place in the educational process, as a result of the nature of the subjects he/she studies and the broadening of the fields of these courses (Khder, 2006).

The curriculum is the face that expresses the philosophy, ideals, and values of the community. It is the vessel in which educational goals are implemented and converted into procedures. It is also responsible for the results achieved by learners in various aspects. The curriculum represents a set of experiences and activities that are presented to students by the schools, to help them achieve comprehensive growth Integrated works to modify behavior and achieve students' interaction with their environment and society. (Nashwan, 1991). Moreover, the school curriculum is one of the most essential factors affecting the educational process, since it does not represent a learning aid only, but is the core of the educational process because of the knowledge and information it contains and the principles and values that it establishes for the learner (Philip, 1982)

The sound educational curriculum is not only represented in the lessons that students memorize or the courses they pass but also in the values and life ideals it presents in the study materials, as the real meaning of the education process is the collection of life-oriented values, while educational materials are means for

achieving and mastering values (Philip, 1982). The curriculum is helpful for students to aid them to grow in all aspects, thus modifying their behavior and achieving the desired educational goals. (Al-Wakeel, 1987)

The modern concept of the curriculum is more comprehensive in terms of the multiplicity of aspects of growth, targeted mental processes, and the role of the teacher and the school. Thus, the objectives of the curriculum are not limited to knowledge only, but extend to include all other aspects of the learner, skill and emotional, as it is not limited to academic courses, but rather includes a group of interconnected components that affect each other, namely (Objectives, Teaching Methods, Content, Activities, and Evaluation) (Nashwan, 1991).

Objectives represent the first element of the curriculum. They are learning outcomes that are achieved in the long term. They are also defined as what students are expected to accomplish after completing the primary, middle or secondary level. These objectives are usually derived from the nature of the learner, society, and knowledge represented by the curriculum. The objectives are of great importance. Because they represent the final goal of the education process, through which the cognitive goals of learning are determined. They also provide a guide to everything that is focused on in the educational program, as they stem from the philosophy of society and the philosophy of education, as they help to transfer the needs of society and individuals and their values to the educational curriculum to be achieved (Shehata & Yousra, 2004).

The objectives are also resultant from society, its needs, and philosophy, as well as from the characteristics of learners, their needs, motives and problems, forms of knowledge, and from the views of specialists in the field of education, psychology, and learning. (Shehata & Yousra, 2004).

As for the second element of the curriculum elements, it is the content that includes the accumulated knowledge from human experiences (Atiya, 2008). The content is a set of standards, facts, fixed values, knowledge, skills, changing human experiences, and the needs of the people with which the learner interacts and comes into contact in order to achieve the set educational goals. (Al-Wakeel, 1987).

The content of the social studies curriculum is derived from social sciences such as history, geography, politics, economics, sociology, psychology, social psychology, and anthropology. Thus, the social studies curriculum content sources are numerous and varied (Al-Subhaiyin, 2006).

As for the third element of the curriculum elements, it is teaching methods. Teaching method refers to the actual procedures that the teacher uses to apply the content and implement it and achieve the goals that he/she drew, with an emphasis on the basic fact that there is no perfect method in teaching and each method of teaching has its benefits, but it does not achieve all the goals set completely. The teacher should use more than one method in one lesson. (Al-Abdi, 2005). A good teaching method takes into account many factors such as the school stage, the nature of the students, the individual differences between them, the class density, the financial capabilities of the school, the desired goals, and the academic subject. The teacher has to diversify the teaching methods that he/she uses, and he/she can use more than one method in one lesson, taking into account the nature of the students, their readiness, and the individual differences between them. (Jaber, 2005).

As for the fourth element of the curriculum elements, it is the educational activities or educational experiences. The activities have a major role in forming an experience for the learner. The activities represent everything that the students do to achieve the goals and content and translate them into intellectual and social skills and values as well. Learning occurs through the student's active behavior and the experience requires interaction between the learner and his/her environment so that the learner is an active participant and differentiates between activities and experiences through that the activities must be identified and clarified at the stage of planning the curriculum and when evaluating the curriculum. The resulting experiences must be employed in judging the effectiveness of the activities that were previously identified and described (Zays.1976; Taylor.1979). Moreover, basic criteria must also be taken into account when choosing learning activities, including the connection of activities with the objectives of the content, its diversity, taking into account the needs of students, its connection with the student's previous experiences, and its applicability (Taylor.1979; Joudeh,1984).

As for the fifth element of the curriculum elements, it is the evaluation, and it represents the degree of achieving the objectives set for the curriculum. Based on its results, necessary measures are taken to correct errors. Through it, the student's achievement level is known, their weaknesses are addressed, and feedback is provided to the teaching system (Joudeh,1984).

After that, the curriculum is implemented, which is the process in which the educational experiences included in the curriculum are transferred to the learners, but basic principles are taken into account, which is that the teacher is prepared for the school environment in proportion to the needs of the educational curriculum, and that the teacher is prepared for all materials and elements of the curriculum such as the textbook and the teacher's guide, and that the implementation of the teacher of the curriculum is a form of moral responsibility

towards the community, and the pre-service teacher preparation programs must include sufficient experience about the characteristics of the educational curriculum and its components. (Morehead & Labeau, 2005).

All of this must be implemented through a distinguished and successful teacher who has a balanced personality that is characterized by mutual give and takes and an understanding of the subject matter that he/she teaches and who has a strong desire to teach. He/she must be distinguished by a fatherly relationship with his/her students so that the teacher can gain their trust. (Marsh, 1984).

One of the most important characteristics of an effective teacher is his/her ability to use teaching methods and the use of teaching aids in teaching, and his/her seriousness in giving lessons to students and stimulating students' motivation to learn (Medley, 1982; Good, 1979; Brophy, 1981).

Moreover, the teacher's knowledge of the content and teaching methods encourage him/her to make an effort to adapt the educational experiences included in the curriculum to suit the students' abilities (Gately & Gately, 2001).

Some educators believe that the teacher should deal with the curriculum as a dynamic process through the analysis of the curriculum, which in turn contributes to supporting positive communication between teachers and between educational administrators and supervisors (Morehead & Labeau, 2005).

It is noted through educational studies (e.g., Al-Qadri and Abu Shareekh, 2005) that there is a weakness in the implementation of the curriculum due to the lack of sufficient knowledge of the curriculum among teachers, and this is what the current study seeks to reveal and clarify.

Review of Related Literature

This part of the research includes a set of preceding studies that are related to the topic of research, despite the clear lack of studies on the degree of teachers' knowledge of the elements of the educational curriculum.

Among the studies conducted on this subject, Al-Shawan (1985) aimed to know the perceptions of teachers, school administrators, supervisors, and observers in the Kingdom of Saudi Arabia of the goals of social studies and methods of implementation in middle schools. This study found that teachers' goals are not clear, which negatively affects their efforts to achieve the goals among students.

Marsh (1984) also conducted a study on the level of knowledge of primary school teachers in public schools in Australia for the components of the social studies curriculum and the extent of their use of supporting materials for this curriculum. Findings indicated a low level of knowledge of the elements of the curriculum in general among the sample members in the two components of objectives and evaluation. The results also showed the limited use of teachers for the supporting materials for the social studies curriculum.

Mahmoud (2010) measured the pedagogical teaching competencies of primary school teachers in Jordan. It included theoretical dimensions and practical practices that include knowledge of the curriculum in general, content, educational goals and values, and knowledge of the characteristics of learners and the teaching context. This study showed the following results: the low level of knowledge of the general curriculum elements among teachers in the sample members, with a preference in favor of females, and the level of knowledge of the sample members about the content element was better than their knowledge of other curriculum elements.

Abdulaziz (1990) identified the level of teaching competencies of a random group of teachers during an experience with determining the effect of experience and qualification factors on their teaching competencies. The results indicated a weak general level of teachers during the service concerning the overall scale and its sub-themes, as well as some results related to the effect of experience and qualification factors on efficiency, and it was not clear as a result of the low level of general teachers.

Al-Rawadiyah (2011) conducted a study on the level of methodological knowledge of social studies teachers of the upper basic stage in Jordan. The results indicated low levels of knowledge of the elements of the curriculum among social studies teachers. The level of this knowledge was much lower than the educationally acceptable level (80%).

Concluding Remarks

It is clear through the review of prior studies that the results of previous studies agree on the low level of knowledge of the elements of the curriculum among teachers, for example the Al-Shawan study (1985), the Al-Rawadiyah study (2011), the Marsh study (1984), the study of Mahmoud (2010), and the study of Abdulaziz (1990), which in turn indicates the existence of a problem that requires a solution and a lot of research.

Statement of the Problem

A qualified teacher is an essential pillar of the educational process, and knowledge of the elements of the educational curriculum is one of the basic components of the educational process. This study was based on the results of previous studies, such as the Al-Rawadiyah study (2011), March (1984), and Mahmoud (2010) study, which clarified the importance of the teacher's knowledge of the elements of the educational curriculum and

explained the low level of knowledge with the elements of the teacher's educational curriculum, which in turn affects the educational process. More precisely, this study sought to answer the two questions:

1. What is the level of knowledge of the elements of the educational curriculum among secondary school social studies teachers in the city of Dammam in Saudi Arabia?
2. Does the level of knowledge of the elements of the educational curriculum for secondary school social studies teachers differ from the educationally acceptable level of 80%?
3. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the level of knowledge of the elements of the curriculum among social studies teachers of the secondary stage in Dammam due to the variables of gender, specialization, or experience?

Purpose of the Study

To reveal the level of knowledge of the elements of the curriculum among secondary school social studies teachers in the city of Dammam and the effect of gender, specialization, and experience variables on the level of this knowledge were the aim of the study.

The significance of the Study

The importance of the study stems from the importance of knowing the elements of the curriculum and its positive repercussions on the educational process for students. The results of this study are expected to serve as indicators of the degree of educational maturity of social studies teachers. This study is also considered one of the few studies, according to the researcher's knowledge, that dealt with this subject.

Limitations of the Study

This study was limited to social studies teachers (males and females) who study secondary school students and workers in government schools affiliated to the Dammam Education Directorate for the academic year 2019-2020. Results of the cognitive test developed by the researcher were adopted to achieve the objectives of the study.

Operational Definitions of Term

Knowledge of the elements of the educational curriculum: they are the principles, information, and basic concepts related to the elements of the educational curriculum and represent the objectives, content, activities, teaching methods, and assessment which the teacher is supposed to be familiar with to complete his teaching and educational tasks.

The degree of knowledge of the elements of the curriculum: It is the degree or level of knowledge of secondary school social studies teachers with the elements of the educational curriculum. This study represents the scores obtained by teachers after their answers to the test items.

Educationally acceptable level: It is the teacher's obtaining a grade of 80%, which is considered the educationally acceptable level.

Social Studies Teachers: They are all female and male teachers who teach social studies subjects to secondary school students in government schools in Dammam Governorate.

Secondary stage: It is the third and final stage of education in the Kingdom of Saudi Arabia. This stage extends from the first secondary, secondary, and third secondary grades of the literary branch for the year (2019-2020), and it has its nature in terms of the developmental characteristics of students and age.

2. METHOD AND PROCEDURES

Design of the Study

To accomplish the purpose of the study, the descriptive-analytical method was used. Due to its relevance to the nature of this study, which is related to the degree of knowledge of the elements of the educational curriculum among secondary school social studies teachers in the city of Dammam in the Kingdom of Saudi Arabia, to analyze the data and arrive at results that help in the interpretation and answering of the study questions.

The Population and Sample of the Study

The study population consisted of all secondary school social studies teachers in the city of Dammam, Kingdom of Saudi Arabia for the academic year, who numbered (250) male and female teachers for the

academic year 2020/2021. The study sample was selected in an available way from the teachers of social studies for the second stage in the city of Dammam in the Kingdom of Saudi Arabia, and their number is (100) male and female teachers. The test was distributed electronically to all of them, due to the repercussions of the emerging Corona crisis, and the inability to reach all teachers of social studies in the city of Dammam. (Table 1) shows the demographic distribution of the sample members according to the study variables.

Table 1. Distribution of Study Members according to Study Variables

Variables	Categories	Frequencies	Percentage
Gender	Male	34	%34.0
	Female	66	%66.0
	Total	100	100.0%
Specialization	History	52	%52.0
	Geography	43	%34.0
	Field Teacher	5	%5.0
	Total	100	100.0%
Experience	Less Than 5 Years	4	%4.0
	5- 10 Years	22	%22.0
	Over 10 Years	74	%74.0
	Total	100	100.0%

The Study Instrument

A cognitive test was built to measure knowledge of the elements of the educational curriculum among secondary school social studies teachers in Dammam in the Kingdom of Saudi Arabia, regarding the theoretical literature and previous studies such as (Marsh, 1984) and (Al-Shawan, 1985). The study scale has two parts:

The first part: includes demographic information, consisting of gender, specialization, and experience. The second part: includes the study questions, consisting of (40) items, related to the elements of the educational curriculum, which are the principles, information, and basic concepts related to the elements of the educational curriculum. They are represented in the following dimensions:

- The first dimension deals with the objectives and includes items (1-8).
- The second dimension is related to the content, and it includes items (9-16).
- The third dimension is related to activities, and it includes items (17-24).
- The fourth dimension is related to teaching methods, and it includes items (25-32)
- The fifth dimension, which includes the calendar, and is represented by items (33-40).

The validity of the study instrument

To verify the validity of the apparent content of the study instrument; It was presented in its initial form to (10) professors specializing in curricula and methods of teaching social studies at the University of Hafr Al-Batin, the University of International Islamic Sciences, and the University of Dammam. This process aims to identify the suitability of the items of the scale, the soundness of their formulation, and the clarity of their meanings from a linguistic point of view of the judges' comments. All comments of the judges have been taken into account. The linguistic modification of the Items agreed upon was the percentage (80%) that was agreed upon by the judges as a criterion for judging their validity.

Reliability of the Study Instrument

To ensure the stability of the study instrument, a stability coefficient was found by calculating the internal consistency coefficient of the items using the Cronbach-Alpha equation, where the study instrument was applied to a group of teachers from outside the study sample consisting of (40) teachers. The value of the reliability coefficient of Cronbach Alpha on the items of the instrument as a whole was (0.912). The reliability of the study instrument was also confirmed using the test-retest method, with an interval of two weeks, where the Pearson correlation coefficient was calculated between the two applications. The correlation value between them was (0.851). This ratio was considered as a function of the reliability of the instrument and sufficient for the study.

Variables of the Study

First: the independent variables, which are:

1. Gender with two categories: male and female.

2. Specialization with three categories: history, geography, and field teacher.
3. Experience with has three levels: less than 5 years, 5 - 10, over 10 years.

Second: The dependent variable, which is: the level of knowledge of the elements of the educational curriculum among secondary school social studies teachers in the city of Dammam in Saudi Arabia.

Statistical Analysis

Statistical treatments of the study data were carried out using the Statistical Package for Social Sciences (SPSS), as follows:

- To answer the first question, the mean scores of the level of knowledge of the elements of the educational curriculum for secondary school social studies teachers in the city of Dammam in Saudi Arabia were extracted.

- To answer the second question, a one-sample T-test was used to measure the differences between the mean scores of the level of knowledge of curriculum elements for social studies teachers and the educationally acceptable level (80%).

- To answer the third question, the Three-Way ANOVA test was used between the average responses of the study sample to measure the effect of variables on the level of knowledge of the elements of the educational curriculum for social studies teachers.

- The Cronbach- Alpha equation was used to find the internal consistency coefficient to ensure the stability of the study instrument. Also, the Pearson correlation coefficient was used to find the internal consistency validity coefficient of the study instrument.

3. RESULTS AND DISCUSSION

This chapter aims to present the results that are represented in the responses of the study members to the items of the instrument. The following is a presentation of the results of answering the following study questions:

First: The results related to the first question and its discussion, "What is the level of knowledge of the elements of the educational curriculum among secondary school social studies teachers in the city of Dammam in Saudi Arabia"?

To answer the first question, the mean scores were calculated for the performance of the sample members on each of the test items, and then for each item belonging to each of the domains (objectives, content, activities, teaching methods, and evaluation) for the test as a whole. The results were shown in (Table 2).

Table 2. The Mean Scores of the Performance of Secondary School Social Studies Teachers in the City of Dammam in Saudi Arabia on each of the test items, arranged in Descending Order

No.	Item	Mean	Domain	Rank
11	Determine what this sentence represents from the content elements (the sun rises in the east and sets in the west)	0.93	Content	1
29	A teaching method based on generating the largest number of ideas on a particular topic by placing the brain in a highly focused mental state.	0.92	Teaching Methods	2
28	A method in which small groups are used that include students of different levels who practice various activities, and each member helps others in the group in a method.....	0.88	Teaching Methods	3
38	Determine whether the content of the following statement is wrong or true. "One of the most important characteristics of a good evaluation is its consistency with the objectives."	0.88	Activities	4
23	Determine whether the content of the following statement is false or true. "One of the most important criteria for selecting learning activities is the direct association of activities with the objectives of the curriculum content and its embodiment."	0.87	Activities	5

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40	Determine whether the content of the following statement is false or true. "The continuity characteristic is one of the characteristics that characterize the evaluation of the curriculum to perform its functions efficiently."	0.86	Activities	6
14	Determine whether the content of the following statement is true or false: "The content of social studies expands as the scope of the goals that the content translates."	0.84	Content	7
2	The ultimate goal of the social studies curriculum is to.....	0.78	Objectives	8
27	A method aimed at arriving at new facts and laws that were not known based on classification, measurement, and prediction is a method.....	0.77	Teaching Methods	9
15	Determine whether the content of the following statement is true or false: "The logical step after determining the objectives of the curriculum is to determine what you should offer the student to learn. "	0.76	Content	10
35	The evaluation element is one of the most important elements of the curriculum because it is.....	0.76	Evaluation	11
12	To develop students' spatial ability through the content of social studies, it is necessary to.....	0.72	Content	12
24	Determine whether the content of the following statement is false or true: "The school principal is directly responsible for planning activities and following up on their implementation."	0.72	Activities	13
36	The evaluation items are if they deal with all aspects of the situation to be evaluated.	0.72	Evaluation	14
3	It is one of the main sources that should be relied upon when deriving the teaching objectives of social studies.	0.68	Objectives	15
4	Good teaching objectives have basic characteristics, including...	0.68	Objectives	16
9	Social studies content is usually derived from...	0.68	Content	17
17	Among the most common classifications of classroom activities in the social studies curriculum is the following binary classification: Assessment as an element of the school curriculum aims to...	0.67	Activities	18
33	The process by which content elements are recognized and categorized is known as...	0.67	Evaluation	19
13	Determine whether the content of the following statement is true or false: "The most influential factor in students' comprehension. "	0.64	Content	20
16	The content of the social studies curriculum is the number of lessons allocated to social studies courses.	0.64	Content	21
22	Determine whether the following statement is true or false: "Social studies activities should require less effort from the student to be good."	0.64	Activities	22
1	The general objectives include learning outcomes.	0.63	Objectives	23
34	The evaluation that is used to reveal the previous experiences of students is known as...	0.61	Evaluation	24
18	The activity that students do when facing certain difficulties in learning social studies is known as...	0.59	Activities	25
20	Homework is a form of.....	0.58	Activities	26
8	Determine whether the content of the following statement is true or false: "A good educational objective is one whose formulation is specific so that it does not accept	0.56	Objectives	27

	more than one interpretation. ”			
39	Determine whether the content of the following statement is true or false: “The assessment component is the first step in which the school curriculum is put into practice.”	0.55	Evaluation	28
26	To develop the scientific method of thinking among students, the social studies teacher uses the method...	0.53	Teaching Methods	29
5	The third level of Bloom's Taxonomy of Cognitive Objectives is...	0.43	Objectives	30
32	Determine whether the content of the following statement is false or true. If the social studies teacher wants to adopt the principle of learning by doing, he uses the (zero) methods.	0.43	Teaching Methods	31
37	Calendar paragraphs are honest when...	0.43	Evaluation	32
30	Determine whether the content of the following statement is true or false. The (Zero) method is based on individualizing learning and evaluating students' study topics.	0.41	Teaching Methods	33
31	Determine whether the content of the following statement is true or false: “The educational supervisor’s directions are considered key factors that a social studies teacher should consider before choosing teaching methods.”	0.29	Teaching Methods	34
7	Determine whether the content of the following statement is false or true: “The method of teaching and the teacher are among the main sources that should be relied upon when deriving the teaching objectives for social studies.”	0.25	Objectives	35
21	One of the closing activities that are used to evaluate the achievement of the objectives of the activities.	0.24	Activities	36
6	Determine whether the following statement is true or false: “The level of analysis in Bloom's Taxonomy of Cognitive Objectives indicates the student's ability to organize a specific set of concepts, relationships, and actions that can be used. ”	0.16	Objectives	37
10	The content of the social studies curriculum includes basic elements, which are...	0.15	Content	38
25	Most educators would agree that the best way to implement content that contains a lot of facts is a method.	0.08	Teaching Methods	39
19	To provide students with extensive and intensive experiences, we use activities.	0.06	Activities	40
	The total mean score for the domain of the objective	0.52		
	The total mean score for the content domain	0.67		
	The total mean score for the activities domain	0.55		
	The total mean score for the teaching methods domain	0.54		
	The total mean score for the evaluation domain	0.69		
	The total mean score for the test as a whole	0.59		

(Table 2) shows that the mean scores of the performance of social studies teachers on each of the test items ranged between (0.06 - 0.93), while the mean scores of the teachers' performance on the test items as a whole were (0.59), which are generally in low averages and did not live up to the desired educational level.

Item (11) ranked first with the highest mean score of (0.93), which tests the knowledge of social studies teachers in distinguishing facts as an element of the content. It was followed by items (29) in the second place, which tests the knowledge of social studies teachers in distinguishing facts as an element of teaching methods, with a mean of (0.92). The items (28, 38, 23, 40, 14, 2, 27, 15, 35, 12, 24, 36) were distributed in ranks from (3-14) respectively, and the mean score of these items ranged between (0.72 - 0.88) as shown in the previous table. When checking the items that scored a mean score (0.70) or more, and their number is (14) items, it is

found that (5) of these items relate to teachers' knowledge of activities and teaching methods, and (4) of them relate to their knowledge of the content of the educational curriculum, while the share of evaluation domain (4) items, and only one item for the domain of objectives. Perhaps this result reflects the relationship of social studies teachers to the elements of the curriculum and their interest in each of them. They are constantly aware of the two components of content, teaching methods and activities, while their knowledge of the objectives is superficial. As for the evaluation component, the percentage of interest in it by the study sample was very simple, which negatively affected the teachers' knowledge of objectives and evaluation.

When looking at the items that were resolved at the end of the previous table, we find that item No. (19) ranked last with a very low mean score (0.06). This item tests teachers' knowledge of the type of activity that can be used to provide students with experiences on multiple topics. Then, item No. (25) got a mean score of (0.08), and this item tests teachers' knowledge of the appropriate teaching method for content full of facts. Perhaps the fact that these two items belonging to the field of activities and the field of teaching methods got these low averages indicates that the knowledge of social studies teachers of this element did not rise to the educationally acceptable level, bearing in mind that their level of knowledge of this element is better than their knowledge of the two elements of objectives and evaluation, as the results of this study indicate.

When examining the items that occupied the last ranks, it was found that (7) items obtained the mean scores that ranged between (0.06 - 0.29), and the distribution of these items was as follows: two items related to the teachers' knowledge of the objectives and two items related to their knowledge of the domain of activities. And two paragraphs relate to their knowledge of the field of teaching methods, and one item relates to their knowledge of the domain of content. These results confirm the low knowledge of teachers about the elements of the curriculum in general.

As for the items that occupied the average ranks according to the performance of the sample members, their number was (19) items. Their mean score ranged between (0.68 - 0.41), and the distribution of these items was as follows: (5) items related to the teachers' knowledge of the objectives, and (4) items related to teachers' knowledge of the domain of evaluation, while the number of items related to the domain of activities was (4) items, and (3) items related to the domain of content, and the number of items related to the domain of teaching methods was only (3) items. It appears that the numbers of items related to each of the domains are similar, and they reflect some extent the average performance of teachers on the combined test items.

Looking at the level of teachers' performance on the items related to each domain of the educational curriculum, it is clear that the items related to the evaluation domain ranked as top as a whole on the list with a higher average of (0.69), followed by items related to the content domain and an average of (0.67), then the items related to the activities domain and a mean score of (0.55), followed by the items related to the field of teaching methods with a mean score of (0.54), while the mean score of the teachers' performance on the items related to the domain of the objective did not exceed (0.52).

These results confirm what was previously indicated when presenting and discussing the results for the individual items of the instrument, which is that the knowledge of social studies teachers of the elements of the educational curriculum varies slightly, especially those related to the areas of evaluation, content, activities and teaching methods, while the results showed a low knowledge of teachers of the domain of objectives. This finding is consistent with the findings of Mahmoud's study (2010), which indicated that the degree of knowledge of the sample's teachers about the content element was better than their knowledge of other elements of the curriculum and that teachers' knowledge of the content element compared to other elements of the curriculum is due to the task of analyzing the academic content which teachers do at the beginning of each semester, through which they get acquainted with the nature of this element and its components and basic elements.

As for the mean score of the performance of the sample members on the test as a whole, it reached (0.59), which is a modest value that reflects the low level of knowledge of the curriculum elements among social studies teachers. The second study question discusses this value and its compatibility with the educationally acceptable level. In light of these results, there is an urgent need to strive hard to develop knowledge of the elements of the curriculum among teachers of social studies in general, with a focus on the element of goals, which represents the weakest link in this knowledge, so that these teachers can carry out their educational and educational roles to the fullest.

Second: The results related to the second question

"Does the level of knowledge of the elements of the educational curriculum for secondary school social studies teachers in Dammam differ from the educationally acceptable level of 80%?"

To answer the second question, the mean scores and standard deviations of the responses of the study sample members were calculated about the level of knowledge of the elements of the curriculum among social studies teachers at the secondary stage in Dammam.

In order to clarify the statistical differences between the mean scores and the educationally acceptable level (80%), a one-sample T-test was used on the total score of the test. Table (3) shows the results.

Table 3. Results of a One-Sample (T-test) to measure the differences between the Mean Score of the level of Knowledge of the Curriculum Elements for social Studies Teachers and the Educationally Acceptable Level (80%)

	Mean	Percentage	Std. Dev.	t-value	Average Difference	df	Sig.
The level of knowledge of the elements of the educational curriculum	23.69	%59	5.36	15.501-	8.31-	99	0.000
and the educationally acceptable level (80%{	32.0	%80					

The results in (Table 3) shows that there are statistically significant differences at the significance level ($\alpha = 0.05$) between the average level of knowledge of curriculum elements for social studies teachers (23.69) and the educationally acceptable level (32), and the difference came in favor of the educationally acceptable level. That is, the level of knowledge of curriculum elements for social studies teachers is much less than the educationally acceptable level, as the statistical value of the (t) test was (15.501) at the significance level (0.000), and this value is considered statistically significant at ($\alpha = 0.05$). This result is consistent with Mahmoud's study (2010), which agreed on the low level of knowledge of the elements of the curriculum among teachers, which confirms that the phenomenon represents an educational problem that requires more attention by researchers and administrators who are responsible on the educational process.

The low level of knowledge of the elements of the curriculum among social studies teachers can be attributed to several reasons, perhaps the most important of which are:

- Teachers' lack of awareness of the relationship between the elements of the curriculum and success in teaching it, as it is an inverse relationship.
- The result may be due to the social studies teachers' adherence to the traditional view of the educational process, as their view of the curriculum is the source of information and their role is based on transferring information to learners without paying attention that this curriculum represents an integrated system that includes several elements that must be fully known to be taken into account when implementing the curriculum for learners.
- The result is also due to the failure of the authorities responsible for preparing teachers to perform their educational and rehabilitating roles as required. The study of Al Sharqi (2001) confirmed the weakness of teacher preparation programs in Arab universities and this is due to the lack and weakness of educational courses that students study during the university stage.

Table 4. Mean Scores and Standard Deviations of the Total Degree at the Level of Knowledge of the Elements of the Curriculum for Teachers of Social Studies at the Secondary Stage in Dammam according to the study Variables

Variables	Categories	No.	Mean	Std. Dev.
Gender	Male	34	24.44	4.44
	Female	66	23.30	5.77
	Total	100	23.69	5.36
Specialization	History	52	23.54	5.13
	Geography	43	24.26	5.56
	Field Teacher	5	20.40	5.77
	Total	100	23.69	5.36
Experience	Less Than 5 Years	4	20.50	6.86
	5- 10 Years	22	23.55	6.75
	Over 10 Years	74	23.91	4.83
	Total	100	23.69	5.36

Third: The results related to the third question

"Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the knowledge level of the curriculum elements belonging to the group of social studies teachers of the secondary stage in Dammam that are due to the variables of gender and specialization"?

To answer the question, the mean scores and standard deviations of the level of knowledge of the elements of the curriculum among social studies teachers of the secondary stage in Dammam were calculated due to the variables of gender, specialization, concentration, as shown in (Table 4).

It is noted from (Table 4) that there are apparent differences between the averages of the responses of the study sample members on the total score of the test according to the variables of gender, specialization, and experience. In order to clarify the statistical differences among the mean scores, the Three-Way ANOVA test was used on the total score of the test. (Table 5) shows the results.

Table 5. Results of the Three-Way ANOVA on the Total Score at the Level of Knowledge of the Elements of the Curriculum for Teachers of Social Studies at the Secondary Stage in Dammam according to the Study Variables

Source of Variance	Total Squares	df	Squares Means	F	Average Difference	Sig.
Gender	26.255	1	26.255	.908		
Specialization	54.024	2	27.012	.934		
Experience	30.846	2	15.423	.533		
Error	2719.032	94	28.926			
Total	58967.000	100				
	2845.390	99				

(Table 5) shows that there are no statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the average estimates of the sample members on the total degree of knowledge of the elements of the curriculum among social studies teachers of the secondary stage in Dammam due to the difference in the gender variable, as the statistical value of test (f) on the scale as a whole was (0.908) at the significance level (0.343), and this value is not statistically significant at ($\alpha = 0.05$), where the mean score for males was (24.44) and (23.30) for females.

It also shows that there are no statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the average estimates of the sample members on the total degree of knowledge of the elements of the curriculum among social studies teachers of the secondary stage in Dammam due to the difference in the variable of specialization, as the statistical value of test (f) on the scale as a whole was (0.934) at the significance level (0.397), and this value is not statistically significant at ($\alpha = 0.05$), where the mean score for the history major was (23.54), and it was (24.26) for geography major. The mean score of a field teacher specialization was (20.40).

The results also indicated that there are no statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the average estimates of the sample members on the total degree of knowledge of the elements of the curriculum among social studies teachers of the secondary stage in Dammam due to the difference in the experience variable, as the statistical value of test (f) on the scale as a whole was (0.533) at the significance level (0.588), and this value is not statistically significant at ($\alpha = 0.05$). The mean score for the experience of fewer than 5 years was (20.50) and (23.55) of the experience of 5- 10 years was(23.55) while the mean score of experience was (23.91) for teachers who have 10 years or more.

Recommendations

1. The importance of raising the level of knowledge of the elements of the curriculum among secondary school social studies teachers in Saudi Arabia through holding lectures and specialized training courses about this topic.
2. Conducting similar studies that explore the level of knowledge of the elements of the curriculum among secondary school social studies of basic and intermediate teachers.

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