

CULTURAL FACTORS INFLUENCING MALE AND FEMALE ELEMENTARY SCHOOL STUDENTS' LEARNING OF SCIENTIFIC CONCEPTS

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Abstract

Culture influence on science teaching has not been discussed. This study aims at highlighting factors that influence the way elementary school students learn scientific concepts from teachers' perspectives. The data collected from a relatively large representative sample of approximately 700 to 1000 Saudi male and female science teachers in major cities in Saudi Arabia. Follow up in-depth, semi-structured interviews with a random sample of 20 participants allow researchers to unpack the factors that influence students learning science and how these factors could be altered or developed to improve learning and give students the necessary skills to excel and be creative in science. The outcomes of this study indicated that comprehensive school and home culture will have to be developed to improve learning of scientific concepts. The results provide significant background knowledge for policy makers and curriculum developers in science education in Saudi Arabia.

Keywords: Science and Culture, Science Teaching in Saudi Arabia, Teaching in Saudi Arabia, Science Education

