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Developing Curricula Standards in General Education in the Light of International Standards

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Abstract

This study aims to develop curricula standards in general education in the light of international standards from the viewpoint of teachers in the Asir region. To achieve the study objectives, the researcher used the descriptive design and quantitative approach, depending on the questionnaire as the main instrument for collecting study data. The study was applied to a sample consisting of (260) teachers, who were selected randomly. The results of this study showed that the objectives of the curriculum, the content of the textbook, teaching methods, laboratories, teaching aids, and the assessment are affecting on develop curricula standards in general education. Also, the results showed there are no significant statistical differences in the developed curricula standards according to the variables of gender, years of experience, and specialization.

Keywords: *developing curricula standards, general education, international standards, Saudi.*

Introduction

Countries are striving toward fast scientific growth and expansive knowledge frontiers to aid mankind in the restoration of the planet (Aliyeva, 2016). Education, like any other science, aims to provide learners with the knowledge, skills, ideas, inclinations, and abilities that make the individual a person with a mind who comprehends and interprets what he learns and assumes the responsibilities of the future with strength, creativity, and distinction (Mendoza et al., 2022). Consequently, education is regarded as a component of the curriculum through which we can instill inclinations, values, ideas, and attitudes in students of all levels and create for the future broader horizons with a generation that grows up to keep pace with development and technological progress with organized scientific principles to communicate with the world and the surrounding environment to become a good citizen (Misfeldt et al., 2019).

The textbook is one of the most important scientific sources for providing learners with diverse knowledge, attitudes, values, principles, and facts to establish a solid scientific foundation that represents the integration of knowledge and information that gives the learner a conscious thought that is capable of comprehension and analysis and is unaffected by any other source (Choppin et al., 2019). As for the other volumes, with all of their information, facts, knowledge, attitudes, and values, they constitute the

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supplementary part of the textbook and are viewed as an enrichment aspect of the curriculum, rather than a primary source upon which the learner depends (Gruson et al., 2018). In light of the growth seen in this period in the world of technology and communications, it was important to continually check the contents of textbooks to assess them, because science is known for the progress that precedes the evaluation (Druzhinina et al., 2018). The textbook is one of the books that need the most ongoing examination and growth since the knowledge and information it provides are in constant flux and has no stability. Most of the scientific information included in our present curriculum is not suited for long-term usage and application, just as the introduction of new theories has resulted in a mismatch between temporal and cognitive rates (Twining et al., 2020).

The curriculum is the fundamental beginning point that plays a significant role in shaping the human mind and thought toward future horizons through a full, balanced, and wise curriculum (Butler et al., 2018). The curriculum is regarded as local and not imported to prepare the brains of students, and it is a crystallization of the concepts from the lives of persons from all periods and locations. When the concepts, values, information, rules, definitions, trends, and ideas presented in the curriculum are ingrained in the pupils' minds and serve as their primary reference (Khan et al., 2019). Preparing the curriculum is therefore one of the most essential humanitarian activities, given that the cultivation of a person and the programming of his mind depends on the sort of curriculum provided. Curriculum development is a complicated process that necessitates the convergence of all strengths, scientific skills, and appropriate knowledge for the curriculum to be differentiated and successful (Kravchenko et al., 2018).

Due to the significance of the curriculum at the individual and societal levels, the authorities responsible for the curriculum process must verify and monitor the curriculum effectively and continuously to ensure its quality and continuity, as well as to determine what is required to address any deficiency or weakness in the curriculum (Atuhurra & Kaffenberger, 2020). The growth of education in general and the construction of a curriculum, in particular, have become essential. So, school curricula are separated into some distinct academic subjects that represent all types of knowledge and many comprehensive and interdisciplinary sciences in all facets of scientific life (Atuhurra & Alinda, 2017).

Due to the quick growth and advancement of reality, the curriculum's material must be assessed periodically to be kept up-to-date. The purpose of the assessment process is to assess the curriculum and identify its strengths and shortcomings via a thorough examination of its objectives, planning, content, and instructional techniques. Thus, we check that a curriculum has been completed after straightening it (Freudenberger & Davis, 2017). There is no doubt that the process of ongoing curriculum review meets the needs of everyone interested in the educational growth of the curricula as well as everyone who wants to take advantage of the development properly and efficiently (MoEST. 2019). To build and modify curricula appropriately as a plan or in execution, it is crucial to consider the expertise, experience, and skills of professionals while organizing (Nzima & Mkumbo, 2017). Some research suggests that encouraging kids to learn about and engage with current global trends might help them learn more about their world, acquire new skills, and achieve higher levels of success in school (Vuzo, 2018; Semken & García, 2021).

While establishing, planning, and assessing the content of the various curricula, it is vital to take into consideration contemporary global trends in addition to the traditional objectives. This is because exposure to various cultures broadens the learner's views and perceptions and allows him to profit from the experiences of others (Alnaji, 2022). In the process, the student may encounter ideas, practices, and beliefs that are counter to those of the Western world. Hence, the student must be exposed to a variety of cultural perspectives throughout their educational experience, while also learning and developing

scientific and critical thinking skills from a variety of cultural backgrounds (Vreuls et al., 2022).

It is common knowledge that the curriculum serves as a yardstick by which to evaluate a school's teaching staff, as well as the student's level of understanding and engagement with the material presented within. The primary purpose of assessment is to enhance the quality of education by enhancing the goals of instruction and how these goals are to be attained (Harris & Graham, 2018). That's why it's impossible to construct a curriculum without first establishing the corrective techniques that guarantee the program's proper development, execution, and evaluation. Each element impacts and is impacted by the others, and the connections between them are intrinsic (Huizinga et al., 2019). Objectives influence the selection of content, which in turn informs the planning of educational activities, as well as the selection of teaching methods and means; evaluation provides feedback on the degree to which goals are met, which in turn informs the objectives, content, events, and methods used in the course (Leeman et al., 2020).

The standards define what an educator is responsible for teaching and serve as broad guidelines for what a student should know. Several granularities of detail are incorporated into the standards. Education reform strategies often incorporate the establishment of curriculum standards (Pietarinen et al., 2017). They outline what a pupil should have learned by the end of each grade level.

Despite the textbook's central role in Arab education systems, books in the region continue to have low scientific substance, little interest in examining the information they supply, and low levels of suspense, excitement, and presenting style. Instead, it emphasizes the need for subject matter expertise, the failure to account for students' language abilities, the lack of creative solid direction, and the absence of communication between curriculum planners and textbook publishers and publishers (Pieters et al., 2019). As a result, assessing textbooks helps shape the curriculum and informs decisions on what to cut, add, or change in future editions. The process of periodically evaluating textbooks is useful in revealing weaknesses to work on removing and strengths to maintain and support, which may help with understanding the book's content, improving the teaching process, and clarifying the means and activities in the books without increasing the effectiveness of their use (Snow-Andrade, 2018). Evaluation of textbooks is a crucial step in the learning process and has a direct impact on the evolution of the educational system. Because it is the method through which we may evaluate the efficacy of education in its many forms (Pietarinen et al., 2017). In addition, it is crucial in that it informs educational leaders of the overall process's efficacy, allowing those leaders to formulate a plan for the system's continued development, innovation, and enhancement. It can also provide scientific guidelines for people in charge of education to follow as they put these decisions into action (Leeman et al., 2020).

Whoever contemplates the curricula of scientific disciplines for the preparatory phases of general education in Saudi Arabia and the Arab world, in general, will note a distinct disparity in establishing objectives, selecting content, structuring it, and evaluating it. Therefore, the study of the prevalent trends in some of the content of textbooks will reveal to us the philosophy of preparation and the points of interest in it, as well as the development of those in charge of it, for contemporary scientific and cultural skills and the methods of their applications in daily life, as well as the great benefits in facilitating various services in different fields and strengths, and this raises the idea of the need to use curriculum evaluation. Given internationally validated criteria for identifying strengths and weaknesses, the study's problem may be determined by answering the following two questions:

1. To what extent are international educational standards available in the curricula of educational materials for the preparatory stages in Saudi Arabia in terms of teaching objectives, content, teaching methods, teaching aids, and evaluation?

2. Identifying the significance of statistical differences in the criteria for evaluating the curriculum in preparatory schools from the point of view of teachers according to the variables of gender, specialization, and years of experience.

Literature Review

Establishing the notion of the curriculum and its clarity in the minds of educators of all levels, specialties, and sectors of work is one of the most fundamental and crucial factors upon which the success of the educational process and its capacity to fulfill its objectives must depend. Since the coherence and clarity of the idea are immediately mirrored in the coherence of the stance, the clarity of the practice, and its precision. It also helps to prevent the creation of oppositions and disagreements, whether at the individual or organizational level, which often impedes work and causes it to divert from its objectives (Elyan & Al-Doulat, 2021). The lack of clarity surrounding the notion of the curriculum in educational circles in our nation contributes to the distortion of the existing educational curricula and our educational system as a whole (Aliyeva, 2016).

The notion of the curriculum that predominated until the beginning of the 1960s and 1970s, based on the limited view of the curriculum as nothing more than a course, textbook, or study guide, still dominates the thoughts of many people today (Mendoza et al., 20022). The existing administrative practices that erect barriers between the various educational agencies, permit some of those devices to carry out the responsibilities and specializations of other devices, and generate a state of confusion and imbalance in work are a direct result of the narrow conception of the curriculum and the resulting mental confusion (Misfeldt et al., 2019). The need to confront the current state of education has become urgent and laborious, necessitating a thorough reform process aimed at enhancing the quality of education and increasing its efficiency and effectiveness. This stop first necessitates a complete evaluation of educational concepts and consensus on their definitions, ramifications, and dimensions (Choppin et al., 2018). Within the context of this notion, it is evident that the curriculum's components are not restricted to the curriculum and the textbook. Rather, it widens to cover objectives, content, teaching tactics and methods, teaching aids, educational and school activities, and the assessment process, emphasizing the importance of the links between these components and recognizing their overlap, overlap, and interaction (Gruson et al., 2018).

In light of the concept, the curriculum consists of four major components that are complimentary to one another and interdependent, namely:

The objectives: The significance of the objectives lies in the fact that the success of the educational process at all levels depends on the goals' clarity and congruence with the community's values and ambitions. To establish the curriculum's objectives, the type, form, and content of its parts and other components are decided (Twining et al., 2020). As the initial inputs into the educational process, the goals function as a safety valve. The aim is a statement of the intended change in the learner's behavior as a result of being exposed to the academic content or subject through educational experiences (Butler et al., 2018). The significance of objectives arises from their role as guides for numerous actions, procedures, and educational resources in teaching academic content or subject matter. Because it represents the criterion or test by which these actions, processes, and materials are assessed and their success is determined. In addition to being a source of improvement and growth of the educational process in all its elements and facets, technology is also a source of innovation (Druzhinina et al., 2018).

The content: The term "content" refers to all the educational experiences that contribute to the holistic and integrated development of each student. The instructional experiences are categorized as cognitive, emotional, and skill-based (psychomotor). The content may be regarded as the individual's acquired information, skills, attitudes, values, and

experiences. Educational experiences offer significant benefits and qualities (Khan et al., 2019). The educational experience is what enhances the learner's ability to think scientifically and enables him to absorb knowledge and build good tendencies and patterns. One of the guiding principles for selecting and defining content is to view it as a tool for attaining objectives. To ensure that the content translates the curriculum's objectives by the reality of life and its challenges, and achieves coherence, harmony, and cohesion among its themes and units (Kravchenko et al., 2018). It should also have a degree of diversity and adaptability to meet the needs and preferences of the learners, and its content should emphasize the most important concepts, principles, ways of thinking, and research methods while achieving a degree of integration and balance among the various theoretical and applied aspects (Atuhurra & Kaffenberger, 2020).

The teaching methods, activities, and teaching aids: Curriculum and teaching techniques are artificially separated despite the desire to divide them. There is a close link between the method and the other aspects of the curriculum, and the process of assessing and selecting the most effective method of instruction is dependent on the clarity of this relationship (Atuhurra & Alinda, 2017). The curriculum is an integrated entity consisting of interrelated and mutually influential sections and components. Due to their function and significance in the success of the educational process, educational activities and methods, also known as educational techniques, are given care and consideration. In addressing the curriculum's content, the educational activities and resources are combined with the instructional techniques. In addition, it aims to improve teaching techniques and increase their efficacy and efficiency (Freudenberger & Davis, 2017). Teaching techniques and all educational activities and approaches are intricately intertwined with the curriculum, being an integral component of it. These approaches and tools should be utilized in light of their functional links to the teaching and learning processes as integrated processes, and not as ends in and of themselves (MoEST. 2019). Rather, they are methods for accomplishing particular aims and objectives. For technical methods to be more successful in the learning and teaching process, they must also have a close relationship with the aims of education as a whole, in addition to their close link with the lesson's specific objectives (Nzima & Mkumbo, 2017).

The evaluation: Evaluation is an integral component of the curriculum and one of its basic elements. This refers to the progressive and ongoing development process used by the school and its students to evaluate the appropriateness of the material, the efficacy of the techniques and teaching aids, and the efficacy of the activities employed in the education process in reaching the desired outcomes (Vuzo, 2018). The notion of assessment as a concept of the curriculum has had a lengthy process of evolution, as the dominant concept of evaluation has for a long time been restricted to school examinations set by the instructor to determine the memorization skills of his students (Semken & García, 2021). It is well recognized that evaluation has its foundations, standards, features, fields, and kinds and that educational evaluation is evolving into a comprehensive science, one of its disciplines of study, and a precise scientific specialty within the field of education. Thus, every attempt to develop a new curriculum will fail (Alnaji, 2022). If these sections do not begin with a complete vision of the curriculum as a coherent unit of parts and pieces, there is no distinction between them, and each element cannot be regarded apart from the others (Vreuls et al., 2022).

Updating the curriculum or bringing revisions to it is a pressing necessity. It is unrealistic for the curriculum to remain unchanged for an extended time without partial or minor revisions. It is common knowledge that education is inextricably related to society and that society is in a perpetual state of change, whether on the mental, social, emotional, skill, or other levels (Harris & Graham, 2018). Development is described as a process based on a set of scientific and technological principles consisting of humanitarian and technical methods that allow those responsible to lead the curriculum's many features and

components toward reaching specified objectives (Huizinga et al., 2019). The following are among the most notable features of curriculum development:

Collaborative process: Participating in the development process are numerous stakeholders, including educational experts, academics, parents, and students. Specialists and professionals are the driving force behind the development process (Leeman et al., 2020).

A continuous process: means that it is not limited by time or location and continues as long as there is a renewed educational process. We initiate feedback as soon as we suggest experiences, information, tactics, approaches, etc. As long as an educational process and human factors are engaging with it, progress will continue (Pietarinen et al., 2017).

Flexible process: In the sense of restarting the development and sequencing procedures, regardless of how much time has elapsed since the curriculum was constructed or developed. Hence, the development process is regenerative, adaptable, and capable of benefiting from all educational and social innovations (Pieters et al., 2019).

Comprehensive process: In the sense that it considers how the many facets of the curriculum interact with one another and with external forces. The educational benefits of a development process are thought of in terms of the people who will be directly affected by the changes, as well as the people who will be indirectly affected by the changes, including teachers, educational supervisors and managers, students, and anyone else who has a hand in the teaching and learning process (Snow-Andrade, 2018).

There are some approaches involved in developing a curriculum, with these being the most crucial:

1. The deletion approach: implies erasing material from a curriculum because educators have determined it to be inauthentic or at odds with societal norms and values (Pietarinen et al., 2017).

2. The addition approach: It is designed to follow up on educational knowledge and experience and to profit from anything new, especially given the simplicity with which information can be accessed rapidly from its sources (Leeman et al., 2020).

3. The method of substitution: the sense of replacing current educational information or experience in the present curriculum with new educational knowledge or experience (Elyan & Al-Doulat, 2021).

Curriculum assessment procedures must be conducted using effective and helpful techniques, and evaluation processes must be well-planned to achieve the desired purpose and accomplish the goal of the various review processes (Aliyeva, 2016). To do this, there must be norms, standards, and foundations upon which the assessment planning process may be based to produce definitive, logical, precise, and unambiguous outcomes (Twining et al., 2020). In terms of planning and implementation, the criteria and foundations of a good evaluation must be adhered to.

A good curriculum is one whose aims are derived from the needs of the learner, the needs of society, and the requirements of knowledge. It offers the student with good, rich, relevant, and appropriate educational experiences, taking cognitive and psychological theories into account (Kravchenko et al., 2018). These experiences are planned effectively, meeting the principles for effective organization, continuity, integration, and succession that lead to desirable educational results for the learner (Khan et al., 2019). Among the most important evaluation criteria are the following:

1. Appropriateness or suitability criterion: imply the fitness of each aspect of the curriculum with the other components and the suitability of the elements themselves with all of the curriculum's foundations. This condition is met if the gap between our hoped-for

needs and our actual capabilities is reduced (Kravchenko et al., 2018). If the objectives are very ambitious and the resources are limited, it is possible that these objectives may not be met, and that the reverse may occur (Atuhurra & Kaffenberger, 2020).

2. The criterion of efficiency or effectiveness: relates to the degree to which the instructor implements the curriculum (Atuhurra & Alinda, 2017).

3. The use of available educational means: competence is external in terms of the availability of educational resources and skills required to produce the desired outputs in light of the goals. It is also internal in the sense of precisely constructing the curriculum's components in a specific and appropriate manner to facilitate the attainment of external competence (Freudenberger & Davis, 2017). The efficacy of the curriculum is dependent on several foundations and criteria that contribute to the curriculum's objectives. View of the utilization of educational resources and the competencies required to produce the product, which reflects pupils achieving at least a satisfactory level of accomplishment on the prepared examinations (MoEST. 2019). Thus, the researcher highlights the foundations and criteria that must be included in the Saudi curriculum.

Events, crises, and changes that occur in Saudi Arabia and some other nations quickly spread to and affect other nations. They become global events, including wars, violence, terrorism, and sectarian strife created by some parties to destabilize the country, as well as poverty and persecution, and the external interference of some neighboring countries with an interest in making the country stagnant, underdeveloped, and unproductive (Nzima & Mkumbo, 2017). The spread of current technology must be crystallized and included in the curriculum, and suitable remedies must be sought (Semken & García, 2021). The specialists presented a variety of compelling arguments for developing the curriculum, including:

- Poor and shortcomings of the current curricula: examining the results of public examinations, the reports of mentors and technical experts, the decline in the level of graduates, the findings of various studies, and the consensus of public opinion and its stance against the curricula leads to the conclusion that the current curriculum is inadequate and deficient (Alnaji, 2022).

- Cognitive and educational development: We live in an age of science defined by the fast change in every element of existence. The learner grows and changes following his preferences, attitudes, and talents, and as society evolves, so do its habits, institutions, and legacy; hence, knowledge expands and discoveries are made. Concepts that were utilized yesterday are no longer utilized now. All of these changes result in the curriculum's evolution (Vreuls et al., 2022).

- Internal and local events and problems: countries are exposed to internal and local social and economic events, problems, and developments, such as population growth, the emergence of these problems and developments, and others (Harris & Graham, 2018). The persistence for an extended period negatively affects the development process, necessitating the development of curricula to deal with them rationally and appropriately to address them within the framework (Huizinga et al., 2019).

- The absence of a clear and specific educational philosophy for the curriculum: The school curriculum begins without a guiding concept, and then begins from scratch when establishing its goals. This is mirrored in all curricular elements, including content, instructional techniques, activity aspects, and a variety of evaluation systems (Leeman et al., 2020).

- Inadequate performance of the teacher: the teacher may play insufficient roles in his treatment of the curriculum, such as his inability to prepare students for lessons, his inability to formulate questions, his lack of consideration for individual differences among learners, or his inability to connect the lesson topic to the learners' daily lives. To

complete the process of curriculum development as a whole, it is necessary to improve the teacher's performance and retrain him in teaching techniques (Pietarinen et al., 2017).

- The existence of administrative obstacles: due to the authoritarian school management style, which reflects badly on the duties of teachers and restricts the efficacy of the curriculum, the prevalent school environment may impede attaining the effectiveness of the curriculum. This necessitates growing individuals in charge of the management process in a manner that fosters the curriculum's growth and assures their involvement in achieving it (Pieters et al., 2019).

Before beginning the development process, curriculum creators should first raise general awareness of the significance of introducing new curricula through seminars held in classrooms, the publication of targeted wall posters, or the use of the media as one of the key and influential means of influencing people (Snow-Andrade, 2018). Additionally, attempting to persuade society of the necessity of keeping up with developed nations and the contemporary means by which the nation is progressing, as well as the need to accept new ideas into society and work to overcome barriers that stand in the way of achieving the desired result, which is the process of development (Pieters et al., 2019).

Previous Studies

Misfeldt et al. (2017) investigated the connections between teaching practice, technical infrastructure, and national curriculum requirements utilizing one teacher's experience as a vehicle for a theoretical investigation of such connections in digital learning environments. exhibited a project that tested a learning platform that links national standards with particular learning goals. Both curricular theory and documentation genesis are used to study the sample. This instance demonstrates how the objectives of the national curriculum standards are linked to the instructors' original documents within the learning platform. Along with the learning platform, rules, and national curriculum standards become a component of instructors' resource systems. This combination affects planned and implemented curricula and has unanticipated effects on teachers' work.

Khan et al. (2019) identified standards and barriers to curriculum excellence to the more thorough evaluation of what is referred to as "curriculum viability." 13 publications were selected to be eligible for the research's scoping evaluation of "curriculum viability" after a thorough search and selection procedure. 36 of the 1233 studies were found eligible for inclusion since they had matching keywords, titles, and abstracts. The remaining 13 papers were subjected to a thematic analysis by two separate reviewers after the Qualsyst criteria had been applied. The findings showed that in two studies both standards and quality-inhibiting factors had been described. The educational content and approach, students, instructors, assessment, learning and working environments, communication, technology, and leadership were all addressed in these standards and inhibitors.

Elyan and Al-Doulat (2021) evaluated the Palestinian school curricula by using national standards for each SDG, to examine the degree to which the SDGs are incorporated in the curricula, and to know whether there is variation in this incorporation among the different curricular subjects. By using content analysis of the guidelines document for each curricular subject, the descriptive-analytical technique was applied. The findings revealed variations in the SDGs' inclusion as well as the exclusion of crucial components. At 28.5%, the fourth SDG (Quality Education) had the highest inclusion rate. The lowest inclusion rate, 0.8%, was achieved by the fourteenth SDG (Life below Water). Considering that education in Palestine is regarded as the primary means of advancing the achievement of the SDGs, the study's findings highlighted deviations from the SDGs in the curriculum and suggested developing and enriching the Palestinian curriculum to ensure the inclusion of the SDGs, with all of their dimensions.

Alnaji (2022) analyzed the suitability of a complete model for curriculum planning in the Kingdom of Saudi Arabia, together with its processes and procedures. The researcher adopted a descriptive methodology. The researcher developed a curriculum design model encompassing the objectives, foundations, and methods, as well as a visual schematic diagram exhibiting the replies of 14 specialists. They showed the appropriateness of the model features for curriculum development by achieving a 100% agreement rate. Each planning process had an average proportion of 100% processes, and each process had an average proportion of 99.4% appropriate procedures. The proportion of processes that were typically included in the planning phase was 100%. The findings showed that the curriculum planning technique is suitable for the design of public education in the Kingdom of Saudi Arabia. According to the report, curriculum designers should use curriculum planning techniques.

Mendoza et al. (2022) evaluated the evaluation process in light of the learning objectives for the Master in User Experience Design programs at the Universities of Lleida and Colombia and UNAD, respectively. The assessment approach, which is suited to the self-evaluation process and allows for continual development, is presented in the article. Conceptual references are presented for presenting curriculum design, competencies, purposes, ongoing improvement, and assessment. Theoretical arguments are supported by international and domestic legal precedents. The educational, pedagogical, and curriculum implications of learning outcomes are also discussed. Among them are a shift in perspective (teaching vs. learning), coherence in curriculum design, change in evaluation (qualification vs. assessment), decision-making, training for professors, changes in professor attitudes, sustainability through assessment, and implementation methods, all of which are aimed at sustaining the program's high level of quality. According to the findings, to satisfy the demands and specifications of the professional field, curriculum design based on learning objectives should be cohesive and coordinated at the macro-, meso-, and micro-curricular levels.

The methodology

Using a descriptive method and quantitative methodology, this research provides a comprehensive and methodical overview of a population's features and data. Quantitative descriptive research aims to characterize or define the object or condition of the study and presents its findings in analytical form (Saunders et al., 2016).

Population and Sample

The research population was made up of instructors in the Asir region's preparatory schools. Owing to the size of the study population, the researcher used the widely used stratified random sampling approach to choose a sample from the original population. This is because the population is separated into several schools, as evidenced by the identification of (232) schools, (2279) teachers, and the selection of (331) stratified random teachers per Morgan's sample plan. The number of surveys that were valid for analysis was (260) questionnaires after (285) of the (331) questionnaires were returned and (25) were eliminated because the respondents did not complete their responses.

Instrument of study

According to a Likert scale with five possible values, from "1" to "5", questionnaires were used in the current study to gauge respondents' opinions on each of the survey's items. It was broken up into two parts. The respondents' "gender, specialty, and years of experience" are only a few of the essential facts that are gathered in Part 1. Part (2) consists of 40 items to measure five dimensions of the curriculum evaluation criteria: The objectives of the curriculum include items (1-8); The content of the textbook includes items (9-15). Teaching methods include items (16-23); Laboratories and teaching aids

include items (24-31); The assessment includes items (32-39). The items in this section are based on a study by Elyan and Al-Doulat (2021).

Validity of Instrument

The study instrument has been shown to eight specialists from Saudi university faculty members who specialize in teaching methods to assure its validity. These experts have been asked to check the instrument's clarity, scientific accuracy, and language formulation. All things have been accepted, according to the opinions of experts, with a few minor language changes.

Reliability of Instrument

Instrument reliability states that results are consistent when the same instrument is used on the same population under the same circumstances. The Cronbach alpha test was employed to confirm the internal consistency of respondents' replies. A value that has (60%) or more reflects an acceptable value for the consistency of the replies, according to Saunders et al. (2016), as indicated in Table 1.

Table 1. Cronbach Alpha Test

Dimensions	**Value**
The objectives of the curriculum	0.802
The content of the textbook	0.799
Teaching methods	0.815
Laboratories and teaching aids	0.884
The assessment	0.894
Total	**0.812**

As shown in Table 1, the recognized internal consistency coefficient values for the aspects of the curriculum assessment criteria ranged between (0.799-0.894). This shows that all of the instrument's dimensions have Cronbach Alpha coefficient values higher than 0.60, indicating that the study instrument's items are internally consistent.

Data Analysis

Means, independent sample t-tests, and one-way ANOVA by SPSS software were utilized by the researcher to analyze the study's questions. When comparing two means, the independent sample t-test is employed; when testing three or more means, Anova One Way is preferable (Cuevas et al., 2004). Means based on the Table below were selected to interpret the data.

Table 2. Interpretation of means

Means	Explanation
1,00-2.33	Disagree (DA)
2.34-3.67	Moderate Agree (MA)
3.68-5.00	Agree (A)

Findings and Discussion

The respondents' profile was described using descriptive analysis in terms of their "gender, years of experience, and specialization." 69.2% of respondents were female, compared to 30.8% of male respondents, making female respondents the majority. When it comes to the respondents' experience levels, 70.4% of respondents have 6–10 experience years, 14.6% have 1–5, respondents with 11–15 experience years make up 10.0% of the total, and respondents with more than 15 experience years make up 5.0%. The majority of respondents 80.4% were working in the humanities, as shown by the statistics in Table 2, while 19.6% were engaged in the sciences.

Table 3. Profile of Respondents

The variable	Categories	N	%
Gender	Female	180	69.2
	Male	80	30.8
Years of experience	1-5 years	38	14.6
	6-10 years	183	70.4
	11-15 years	26	10.0
	16-20 years	13	5.0
specialization	Scientific	51	19.6
	Humanities	209	80.4

The researcher employed mean values and standard deviations to analyze the curriculum assessment criteria and answer the first research question.

Table 4. Means and standard deviation

N	Items	Means	St.devs	Results
	The objectives of the curriculum			
1	Problems in the educational realities are discussed	4.08	0.98	A
2	Teachers' understanding of the curricular goals for their subject	4.05	0.97	A
3	Offering a solid foundation upon which to judge student performance	3.95	0.95	A
4	It's appropriate for the pupil's level of understanding	4.12	0.97	A
5	Develop creative thinking	3.69	0.95	A
6	Considering each student's unique characteristics	4.00	0.94	A
7	Develop the scientific direction of the subject	4.15	0.97	A
8	Encouraging pupils to seek out more knowledge from the scientific library	3.79	1.00	A
	Total	**3.98**	**0.85**	**A**
	The content of the textbook			
9	meets the needs and interests of the students	3.65	0.90	MA
10	Specifies objectives for each unit and each lesson	3.94	0.96	A
11	Following the latest developments in science and technology	3.79	1.05	A
12	Contributes to the selection of students for their scientific future	3.90	1.08	A
13	It goes beyond focusing on difficult matters	3.85	0.96	A
14	It takes into account the density of the content for the academic year	3.94	1.06	A
15	Contributes to spreading scientific culture	4.00	0.95	A
	Total	**3.87**	**0.82**	**A**
	Teaching methods			
16	Use appropriate methods for each topic	3.85	1.00	A
17	Compatibility of the curriculum content with modern teaching methods	3.70	0.98	A
18	The abundance of requirements for the implementation of modern teaching methods	3.35	0.96	MA
19	Most teachers have the foundations of modern teaching	3.98	0.94	A
20	Preparing the necessary supplies for study halls (workshops, laboratories, libraries)	3.90	0.92	A
21	Encouraging students to express their opinion during the lesson	4.05	1.05	A
22	Training teachers on modern teaching methods	4.08	0.99	A
23	Teachers' interest in the whiteboard summary, which is written in the form of main points	4.02	0.97	A
	Total	**3.87**	**0.84**	**A**
	Laboratories and teaching aids			
24	Availability of teaching aids (audio, visual, printed materials)	4.00	0.90	A
25	Availability of a place designated for laboratories in the school according to standard specifications	3.67	1.00	MA
26	Providing the equipment and tools necessary for laboratory teaching	3.75	0.99	A
27	Assigning a score to the laboratory activity practiced by the student	3.70	1.10	A
28	Training teachers to use modern laboratory equipment	3.88	0.95	A
29	Availability of material capabilities that help the school provide	3.89	0.90	A

	educational supplies			
30	Developing students' manual skills in producing some tools	3.62	1.05	MA
31	Developmental skills (observation, measurement, interpretation, conclusion)	3.90	1.03	A
	Total	**3.80**	**0.82**	**A**
	The assessment			
32	Link the questions to the educational objectives	3.72	1.00	A
33	The questions are technically and linguistically appropriate for students	3.81	1.01	A
34	The questions take into account the students' levels of knowledge	3.83	0.98	A
35	The comprehensiveness of the questions for the content of the textbook	3.71	1.00	A
36	Subjecting students to many and varied tests	3.84	0.94	A
37	It encourages students to reflect and evaluate themselves	3.90	0.98	A
38	Includes exercises at the end of the chapter	3.95	0.95	A
39	Studying and evaluating test results and developing treatment plans for them	3.77	1.00	A
	Total	**3.82**	**0.80**	**A**
	All instrument	**3.87**	**0.37**	**A**

According to Table 4, the curriculum's objectives had a mean value of (3.98) and a standard deviation of (0.85). This indicates that instructors have high expectations for the curriculum's objectives. The item with the greatest mean value among the objectives of the curriculum is item 7, which reads, "Develop the scientific direction of the subject" (4.15). While among the things with means, item 5, "Develop creative thinking" has the lowest value (3.69).

Also, Table 4 demonstrated that the textbook's material had a mean value of (3.87) and a standard deviation of (0.82). From a teacher's perspective, this indicates that the textbook's content is of a high caliber. The item with the highest mean value in the textbook's content is item 15, which reads, "Contributes to spreading scientific culture" (4.00). Among the items with the lowest means values is item 9, which claims that it "meets the needs and interests of the students" (3.65).

Moreover, Table 4 reveals that the teaching methods' mean value was (3.87) and their standard deviation was (0.84). This indicates that from a teacher's perspective, teaching methods are quite important. The item with the highest mean value of the teaching methods is item 22, which reads, "Training teachers on modern teaching methods" (3.67). But among the items with the lowest means value is item 18, which declares, "The abundance of requirements for the implementation of modern teaching methods" (3.35).

According to the findings, the mean value of laboratories and teaching aids was (3.80) with a standard deviation of (0.82). Thus, from a teacher's perspective, laboratories and teaching aids are quite important. The item with the highest mean value among the laboratories and teaching aids is item 24, which states, "Availability of teaching aids (audio, visual, printed materials)" (4.00). Whereas item 30, which reads, "Developing students' manual skills in producing some tools" has the lowest mean value among those (3.62).

The assessment's results revealed that its mean value was (3.82) and that its standard deviation was (0.80). This indicates that the assessment is very important from a teacher's perspective. The assessment's item with the highest mean value, 37, states that "It encourages students to reflect and evaluate themselves" (4.10). Of the things with means, item 35, "Comprehensiveness of the questions for the content of the textbook," has the lowest value (3.71).

This outcome is ascribed to the significance of creating and assessing the academic curriculum since curriculum development genuinely entails progress in the formation and training of today's and tomorrow's men. And as we grow this person, he, in turn, becomes

equipped to steer growth throughout all facets of life, paving the path for both a bright tomorrow filled with happiness and a bright future filled with wealth and bliss. As a result, the development of educational curricula will serve as the cornerstone for all advancements and transformations. It always seeks to improve the developed thing or system to best serve the intended purpose and realize the intended objectives most effectively while using the least number of resources possible. According to what has been demonstrated, the researcher thinks that developing the curriculum entails updating that curriculum to the social, economic, political, and technological changes that the society is going through, which requires studying that curriculum with all of its teaching programs, analyzing it, and reconsidering it regularly. The process of development must also take into account the needs of the target audience. One of the most crucial needs for curriculum development is the ability to adapt to societal change. This result agrees with the study of Alnaji (2022).

The independent sample 't-test and Anova One Way were employed to determine the significance of statistical variations in the curriculum assessment criteria according to the variables of gender, years of experience, and specialization to address the second research question.

Table 5. Independent Samples T-test

Variables	N	Mean	St.dev	df	t	Sig
Female	180	3.85	0.41	258	1.354	0.074
Male	80	3.82	0.39			
Scientific	51	3.90	0.42	258	1.504	0.061
Humanities	209	3.93	0.45			

According to Table (5), the mean male replies for the curriculum assessment criteria were (3.82), while the mean female responses were (3.85). Also, the table demonstrated that the mean responses for the curriculum assessment criteria for specialization in the humanities were (3.93) and the mean responses for specialization in the sciences were (3.90). Also, the Sig of two groups divided by gender is (0.074) and the Sig of two groups divided by specialty is (0.061), indicating that neither gender nor specialization significantly affects the challenges of the curricular assessment criteria.

Table 6. ANOVA test

Variable	Groups	Sum of Squares	df	Mean Square	F	Sig
Years of experience	Between groups	0.192	3	0.061	0.509	0.590
	Within groups	27.50	257	0.085		
	Total	27.692	260			

Table (6) demonstrated that there are no differences in the groups based on years of experience. Where, the Sig is (0.590), indicating that Years of experience do not statistically significantly affect the curricular assessment criteria.

Conclusion

This study sought to assess how well public-school curriculum development compared to global norms. Curriculum standards in middle schools in Asir were evaluated based on five dimensions that are the objectives of the curriculum, the content of the textbook, teaching methods, laboratories and teaching aids, and the assessment. Based on the foregoing, it appears that developing the curriculum necessitates updating it in line with the social, economic, political, and technological changes that society is undergoing, which necessitates regularly reviewing the curriculum along with all of its teaching programs, analyzing them, and re-evaluating them. The target audience's needs must be taken into account during the development process. The capacity to adjust to social change is one of the most important requirements for curriculum development.

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