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Evaluating Curricula To Improve The Quality Of Digital And Social Life And The Environment Among Secondary School Students In The Kingdom Of Saudi Arabia

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Abstract:
The aim of the current study is to evaluate curricula to improve the quality of digital and social life and the environment among secondary school students in the Kingdom of Saudi Arabia. Through a review of literature and previous research studies, the components of quality of life were identified to build a list of standards and indicators for the quality of digital, social, and environmental life. A questionnaire was used to evaluate quality of life parameters. A questionnaire was prepared to assess dimensions of quality-of-life criteria including cognitive, emotional, physical, digital, social health, and environmental awareness. The descriptive analytical method was used on a sample of 258 educational supervisors and teachers in the Tabuk region. The results of this study indicated that there are deficiencies in secondary school curricula regarding the development of quality-of-life components, standards, and indicators. The results of the study also indicated that secondary school curricula included few practices to improve the components of students' quality of life. In addition, the results of the study showed that there were no statistically significant differences regarding the variables of job, gender, and years of experience.

Keywords: *Curriculum evaluation, Quality of life, Digital quality of life, Quality of social life, Quality of life environment.*

1. Introduction

The curriculum is the educational system's tool in developing a personality in the mental, linguistic, social, and emotional dimensions. Curricula include a set of educational activities and experiences that are selected and planned to achieve the main goals. Curricula are planned in light of the needs of society and[1] students, by designing a document of standards and indicators of cognitive abilities, processes, and skills. It is designed with the participation of specialists, educational supervisors, teachers, parents, and students. Their inclusion in the planning process is essential for active participation in achieving educational goals [1], [2]. Curricula in the twenty-first century must focus on integrating theoretical and applied dimensions. The curricula should focus on life skills and strengthen the student's connection with the real world through the investigation of life problems and the search for solutions to them that are fluent, flexible, and creative. The curriculum should also include contemporary concepts. The components of quality of life are among the

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contemporary concepts that must be included in the school curricula in an integrative manner through the different academic subjects [3], [4].

Quality of life (QoL) is a complex and comprehensive concept that is of relevance to the fields of health, education, psychology, Mental health, sciences, technology, and social science. This general concept needs to be integrated into these fields to enhance the development of components of QoL [5]. The main aim of the educational system is to build a lifestyle for all students based on the development of components of QoL. QoL determines the state of students' physical, mental and cognitive health, and is linked to the process, practices and activities of developing the necessary skill set for potential academic and career choices. The main learning outcomes of educational system is thus related to developing capabilities and the ability to Learn, know, live and enjoy life of students. Therefore, all educational system inputs must focus on developing the components of students' quality of life [6].

The concept of QoL is related to the general goals of the educational system, especially at the secondary level. It emphasizes the necessity of linking the school curriculum to the development and measurement of cognitive, emotional, social, and digital health, and environmental awareness. In addition, teachers enhance students' Important life skills through continuous learning, educational activities, and training. These Important skills that a student needs in life are related to the components of quality of life [6]. Further, the concept of QoL is of great significance for acquiring 21st century skills. These skills are very important for life in the digital age and digital world. The components of QoL assist students with developing a variety of cognitive and business skills, perception, and awareness, learning and innovation skills, productivity and decision-making skills, digital literacy skills, and career and life skills [7]. Components of QoL is a with which most students are familiar, regardless of their ability to define it. However, its meaning can have different implications for different students. The concept of QoL is much broader than the standard of living or material living conditions; it also considers working environments, the amount of social engagement, health status, educational attainment, and socio-economic status [8]. Furthermore, emphasis is placed on developing the necessary functional, life, and academic skills to enhance the quality of physical and mental performance of all students and teachers [9].

In addition, the curricula should be based on preparing students for life. Also, it must support the students by providing basic skills that enhance components of QoL. This approach of curricula building should focus on all dimensions of QoL, that include cognition, skill acquisition, and emotional development. Further, curricula must be based on the integration of core subjects, physical education, environmental education, and all educational activities that help the teacher and the student to improve the components of QoL. It is very important to enable students to improve dimensions of psychological and mental health, self-regulation skills, self-efficacy, continuous learning and training, environmental responsibility, and Thinking skills to solve problems. In general, curricula should be developed in light of quality-of-life components [10]. Also, teachers play a crucial and essential role in school society and learning system by influencing the process of developing appropriate behavior and Building a healthy personality. Therefore, the teacher must be able to implement the developed curricula and achieve its objectives effectively. Their role in implementing the curricula for shaping behavior and building a healthy personality is of relevance to public health and the development of scientific, professional, and environmental capabilities. Teachers also enhance students' development of self-efficacy, social skills, and flexibility in cognition and solving social problem, life problem, and academic problems through the application of the curriculum, the hidden curriculum, appropriate teaching methods, and educational activities, in addition to the addition of digital programs and tools. In general, teachers contribute significantly to the QoL of students. Teachers must plan well to develop the quality-of-life components of students. Partnership between school leaders, teachers, and parents is necessary for the success of the educational process [11].

2. Literature Review

Previous studies have emphasized the importance of developing and measuring the components of Quality of life and related aspects in terms of improving levels of academic achievement and developing students' skills and capabilities [11], [12]. Chadha and Pandey (2015) showed a deficit in the inclusion and treatment of the components of Quality of life by high school students, teachers, and school community. There are a lot of studies that have stressed the importance of improving and measuring the components of QoL due to a lack of such treatment at the level of elements and components of the curriculum including outcomes and aims, content (concepts, skills and Generalizations), activities, teaching and its strategies, and evaluation [13]. Both Bonifas and Napoli (2014) showed the importance and necessity of designing integrated programs and activities to develop and assess the components of QoL. Most of previous study considered the need to select learning experiences that balance students' personal, academic, and Professional life while developing their basic future skills. Also, most of previous study considered the development dimensions of QoL promotes reduced learning difficulties and academic anxiety while increasing students' academic and personal achievement. It depends on a lots of learning process, specific the integration of educational experiences, integration between conceptual and procedural knowledge, integration between dimensions of learning, integration between theoretical and applied sciences and the integration of subjects. It also depends on the necessity of choosing learning experiences and activities from reality, related to the student's academic and personal life and familiar and unfamiliar problems.

Furthermore, the improvement of QoL components depends on teaching strategies and teacher practices. These teaching strategies are based on student-centered learning. These strategies also enhance the student's positivity in the educational situation. Improving the components of QoL requires teaching practices and strategies that focus on developing mental processes while enhancing learning environments that enhancing students' satisfaction. The students should feel satisfaction and enjoyment with school life and school community [13], [14]. Many studies have also focus on the necessity of including QoL components in teaching strategies and practices related to development and measurement of the skills of the students, especially insufficient performance of teachers in addressing such components in an integrated manner within the school community. Finally, most teachers need many professional development programs to be able to develop components of Quality of life through teaching practices and activities [15], [16], [17].

Bhattacharjee (2015) indicated the importance and necessity training and professional development programs for high school teachers to understand the concept of Quality of life, which encompassed areas such as psychological, physical, social well-being, spiritual, personal functioning, and general limitations. The concept of QoL refers to the degree of excellence of one's life, and lifestyle, which benefits the individual and society as a whole. It is also evident from educational research that some indicators identify deficits in the development and measurement of QoL components, especially at the high stage; this stage is foundational for university education, and academic and career life. Prior work has also revealed shortcomings in the integration of curricula of subjects to include a matrix of strands, standards, and indicators that related to components of Quality of life.

Also, Quality of life components are related to the quality of school life and relationships within the school community. So, the learning environment is one important factor that affects the development of Quality-of-life components. Learning environments must be prepared in consideration of the mental and physical health of the students. Also, learning environments should be designed to enhance students' enjoyment of learning, interaction, motivation, attention, Continuity in learning, perseverance, self-confidence, and communication with others [18], [19]. Such learning environments should focus on the mental health of students by the provision of psychological support. Curricula in all subjects of high school as the scientific, environmental education, religious education, and physical education fields must also develop students' conceptual knowledge and basic skills and develop their abilities of Thinking, problem solving and decision making. Emphasis should be placed on the physical health of the students as a necessity for the improvement of mental

and emotional health [20]. In general, curricula of all subjects should be developed that comprehensively consider the scientific content of courses, the strategies and practices of teachers, learning activities, safety of the learning environment, and provision of an positive and active school community [22].

The Kingdom of Saudi Arabia has emphasized developing the educational system since 2008 AD in accordance with contemporary trends and international standards. The Saudi Arabia developed the curricula of all subjects in the year 2008/2009 AD. The development process included all academic subjects, and also included the education stage (K- 12). The development process also focused on investigating the international standards documents, integrating contemporary concepts and trends, especially those related to higher thinking skills, working teamwork skills, work, enjoy and learning ethics, communication skills, Participatory skills, and mastery of information and communication technology skills. Quality of life standards are also among the most important contemporary trends. So, the framework of components, strands and standards of quality of life was used in the assessing and analysis of some high school courses. This process included most of subjects specific literary, religion, social studies and scientific education courses to investigate and determine the extent to which the components, strands, standards and indicators of quality of life are included in the content of subjects include study objectives, educational experiences, scientific content (Conceptual knowledge, procedural knowledge, and knowledge associated with problem solving), educational activities, problems and exercises within the educational tools, including (student's book, teacher's guides, and assessment guides). Through the analysis process, several results related to the level of inclusion of quality-of-life components in the school curricula were concluded. Tt was found that most of the components, strands, standards, and indicators of quality of life are included in the educational goals, content, and activities. Since the teacher is the main and important factor in implementing and assessing the curricula with students, the current study relied on a survey of a random sample of teachers and educational supervisors in the high school, to determine the extent to which components, strands, standards and indicators of quality of life are included in the all curricula, and the extent of the teacher's commitment and planning to developing and measuring these components among high school students.

2.1 Research Questions

The Kingdom of Saudi Arabia emphasizes the improving of high school curricula based on Contemporary trends and international standards. In addition, it emphasizes sustainable professional development of all teachers, eeducational supervisors and school leaders. Nevertheless, many shortcomings exist in the development of the components of Quality of life among high school students. Due to the importance and necessity of developing and measuring the components of Quality of life for all students, the current study addressed the following questions:

1. What Quality of life components, standards and indicators should be developed and measured for secondary school students?
2. What is the level of inclusion of Quality-of-life components, standards, and indicators in high school curricula?
3. Are there any differences among respondents of the sample of this study based on the variables: core subject, job, gender, and years of experience?

2.2 Research Objectives

Based on the importance of the components of the quality of life for high school students, and the importance of developing and measuring it mainly as a basic objective in the educational system in the Kingdom of Saudi Arabia, the current study focused on a set of objectives related to the components of the quality of life in secondary school.The main aim of the current study is related to investigating and determining the appropriate Quality of life components, strands, standards and indicators that Suitable for high school students. Also, this study aims to assess the level of inclusion of QoL components, strands, standards and indicators in the curriculum elements and dimensions include (aims, content, activities, teaching practices, assessment strategies) in the Saudi Arabia. In addition, the current study aims to investigate the differences in the levels of teaching practices among secondary

school teachers that is related to variables: job, educational qualification, specialization, years of experience and training.

2.3 Importance of the Study

- The current study is linked to the National Vision 2030 AD in the Saudi Arabia. This National Vision 2030 AD emphasized the necessity of reforming learning outcomes and emphasized building a compatible personality within society. The mission of the school has become linked to the needs of the students which emphasized the appropriate development of personality in terms of mental, physical, psychological, and social dimensions.
- The current study investigates the extent to which QoL components and standards are included in the outcomes and objectives, content, activities, and other elements of secondary school curricula, related to the mental (cognitive and emotional), physical, social and digital, health components.
- The current study also determines the teaching strategies and practices of secondary school teachers. These strategies and practices should be related to improving and measuring QoL standards and indicators.
- The current study also clarifies the tasks of teachers and educational supervisors in secondary school to develop and measure the components of students' quality of life. The current study illustrates the difficulties that teachers face in measuring these tasks.
- Finally, the current study emphasizes curriculum development. So the curriculum planners are provided with a list of QoL components, strands, standards, and indicators to be included in the learning tools, specific outcomes, content and educational activities.

I. PROCEDURE FOR PAPER SUBMISSION

The current study depends on a descriptive analytical approach to investigate and analyze the existing literature to determine a list of Quality-of-life components, strands, standards, and indicators. In addition, the content analysis process was used to investigate the level and forms of inclusion of these components, standards, and indicators of Quality of life in curricula at the high schools. The teaching strategies and practices of secondary school teachers in the Saudi Arabia were also assessed in the light of improving and measuring the QoL components, strands, standards, and indicators for the students.

3.1 Participants

The study tool was applied in the city of Tabuk, Saudi Arabia.Tabuk region includes (399) secondary schools. These high schools are distributed over Tabuk city, and the governorates belonging to the Tabuk region. As the Tabuk region includes 8 governorates. The instruments of the current study was implemented in high schools of the Tabuk region. The sample for the current study was selected using a stratified sample, taking into account governorates and specialties. The sample of the current study include secondary school educational Supervisors and teachers in all specializations (subjects) and all governorates of the Tabuk region in the Saudi Arabia. The study sample consisted of (N = 258) of educational Supervisors and teachers. It is noted that the study sample came to cover all segments of the sample population. The study sample also varied according to a number of variables, the most important of which were: job, specialization, training, and number of years of experience. The current study sample is described in Table 1.

Table 1: Descriptive of the current study sample

Core subject of secondary school		**Job of sample**		**Gender**		**The experience**	
levels	No.	levels	No.	levels	No.	levels	No.
Scientific courses	107	Teachers	225	Male	131	Less than 10	93
Humanities courses	151	Supervisor	33	Female	127	More than 10	165

Total of sample = 258

3.2 Material and Procedures of the study

To answer the questions of this current study, the previous studies and existing literature on the components and dimensions of QoL was investigate and analyzed to determine the variables of study and prepare a list of Quality-of-life components, strands, standards, and these indicators. A list of QoL strands, standards and indicators was used to prepare instruments od this study. The main tool was a questionnaire for the investigation of the study sample. The questionnaire included four main strands: (i) mental and cognitive health (MCH); (ii) emotional and mental health (EMH); (iii) physical health (PH), digital health (DH); and (iv) environmental health (EH) and social health (SH). Each strand included some standards, and each standard included some indicators. Table 2 describes the questionnaire (study instrument).

Table 2. Descriptive of the questionnaire (the current study tool).

No.	The Strands of quality of life	The Standards of quality of life	No. of indicators
1	(S1) Health literacy	(SS1): Physical health literacy	4
		(SS2): Psychological health literacy	5
2	(S2): Environmental literacy	(SS3): Use resources and tools effectively	5
		(SS4): Environmental responsibility	4
3	(S3): Quality of social life	(SS5): Quality of life of family	4
		(SS6): Quality of life of the society	4
4	(S4): Quality of Career and working life	(SS7): Quality of life of learning system	4
		(SS8): Professional development	5
Total	4 Strands	8 Standards	35 indicators

Firstly, Health literacy strand denotes assessing and investigating the extent to which the content of the curricula at the secondary schools includes Scientific content elements, learning experiences, learning activities Investigative educational and research projects that promote physical and mental health among secondary schools' students. Secondly, Environmental health strand denotes the extent to which teachers enhance the students in developing their abilities to invest resources and tools per sustainable development standards, with the developing the concepts, skills, and values of environmental responsibility. The third strand is social life. It includes the relationship between the school community, the home, and the society, as well as building family knowledge and awareness about the concept of the quality of family life and its components' while constructing attractive and active learning environments and teaching communities that stimulate and encourage the students to communicate and engage in discussion of learning situations. Finally, the strand of quality of working life is linked to the quality of the learning system; objectives are linked to developing creative and critical thinking skills, decision-making and problem solving, the teaching practices of secondary school teachers must also focus on developing continuous learning skills, technology use skills, and data and information collection, analysis, and interpretation skills. with emphasis on self-directed learning skills.

The current study relied on collecting data from the sample on the quality-of-life scale. The current study obtained participants' responses on a 5-point Likert scale. The Likert scale includes (5) progressive and continuous levels of sample response to the

questionnaire items, including: strongly agree (4.2–5.0), agree (3.4–4.2), somewhat agree (2.6–3.4), disagree (1.8–2.6), and strongly disagree (1.0–1.8). The scale levels describe participants' levels of response and determine the level of reality of the indicator related to quality of life. The researchers of this study communicated electronically with the participants of the sample, including secondary Schools teachers and educational supervisors, to clarify the purpose and outcome of the study and the questionnaire. In addition, the educational supervisors and the teachers were able to determine and understand the method of responding to the of the questionnaire's items. Also, the tool's instructions were posing and clarified for the study sample. The researchers discussed the strands, standards, and the items of the questionnaire. It was explained that curricula assessing is linked to a set of components and elements, the most important of which are general and procedural objectives, learning experiences scientific content, learning activities, teaching practices and strategies, and evaluation methods and tools. The questionnaire was applied electronically using social media during the second semester of year 2020/2021. Finally, Data were prepared for statistical processing to answer the study questions, determine the results, and achieve the objectives of the current study.

4. Results

The aim of the current part is to answer the study questions and present and discuss its results. To answer the question "What Quality of life components, standards and indicators should be developed and measured for secondary school students? the Arithmetic mean and standard deviations were calculated and used to describe and analyze the level of each strands, standards, and indicators included in the Quality of life measurement tool according to the Likert scale: very large (4.2–5.0), large (3.4–4.2), medium (2.6–3.4), weak (1.8–2.6), and very weak (1.0–1.8). The following tables3 show the results of applying the study instrument that related to the strand: Health literacy-related quality of life:

Table 3: The arithmetic mean and Standard deviation of the Standards& indicators of the strand: Health literacy-related quality of life

The Standards	The indicators of the standards	Arithmetic Mean	Standard deviation
(SS1): Physical health literacy	Display the core concept of health and its appreciation for the student and community	3.59	0.97
	Motivate the secondary school students to participate in physical education as part of daily life	2.61	0.88
	Training all students on common disease prevention methods	2.91	1.02
	Training the secondary school students on correct eating habits	2.80	1.01
	Total score's mean of the standard, (SS1): the Physical health literacy	2.98	0.54
(SS2): Psychological health literacy	Building the psychological engagement's components among the secondary school students.	2.37	0.88
	Developing the academic engagement's components among the secondary school students.	2.57	1.10
	Training the secondary school students in methods and technique of developing self-confidence	2.54	0.97

	Training the secondary school students in communicating methods with themselves and with others.	3.03	1.21
	Motivate the secondary school students to participate in the sessions of psychological counseling to face learning Difficulties and behavioral problems	2.34	0.85
	Total score's mean of the standard, (SS2): the psychological health literacy	2.57	0.48

Table 3 shows that the arithmetic mean of the score for the first standard (SS1: the Physical health literacy) is moderate in magnitude. This result indicates that this standard is addressed in secondary school curricula in the Saudi Arabia to a moderate degree. Also, table 3 shows the score for the first indicator (Display concept of health and its appreciation for student and community) is large, while the score of the other indicators is moderate in magnitude. In addition, Table 3shows that the arithmetic mean of the second standard (SS2: the psychological health literacy) is small, while those indicator scores varied between small and moderate magnitudes. Table 3 shows that the indicator (Motivate the secondary school students to participate in the sessions of psychological counseling to face learning Difficulties and behavioral problems) is ranked last with a small score, indicating the scarcity of practices related to this indicator according to the responses of the study sample. The current result associated with the second criterion also indicates that the secondary school students need to be Training in methods of developing and building self-confidence. Also, this result indicates the need to review high school curricula in the light of the requirements and needs of improving psychological well-being as one of the standards for quality of life of the students. In particular, the secondary school curricula should focus on development of psychological and academic engagement and development of self-confidence among secondary school students. Developing these standards and their indicators is an absolute necessity to enhance the components of quality of life among students at the secondary level.

Table 4: The arithmetic mean and Standard deviation of the standards& indicators of the strand: Environmental literacy-related quality of life

The Standards	The indicators of the standards	Arithmetic Mean	Standard deviation
(SS3) The use resources effectively	Building students' understand and awareness of the elements and components of the environment and its importance for life	3.49	0.96
	Representing the concepts of ecological balance and their factors affecting, using examples and models in the surrounding environment	3.37	0.84
	Training the secondary school students to investigating sources of pollution in the ecosystem	3.46	1.14
	Motivating the students to investigating the relationship among pollution of the ecosystem and the spread of some diseases	3.65	0.99
	Training the secondary school students in methods and technique of rationalizing consumption in the fields of water, energy, and technology	3.15	0.86

	Total score's mean of standard (SS3): the use resources effectively	3.43	0.39
(SS4) the environmental responsibility	Interpretation of big environmental problems in the local community to the secondary school students	3.26	0.97
	Training the secondary school students on problem-solving skills and their use in solving environmental problems.	3.05	1.04
	Training the secondary school students in decision-making skills related to protecting environment and solving environmental problems	2.28	0.96
	Motivating the students to participate in schools' activities for examples: secondary school camps, seminars, training programs, and workshops on environmental issues.	1.86	0.74
	Total score's mean of standard (SS4): the environmental responsibility	2.61	0.48

Table (4) shows that the arithmetic mean score of the third standard (SS3: Use resources effectively) equals (3.43). it is large. Also, Table (4) shows that the scores of the indicators of third standards have varied between moderate and large in magnitude. The score of the indicator (Training the secondary school students in methods and technique of rationalizing consumption in the fields of water, energy, and technology) equals (3.15). It is moderate in magnitude. In addition, this indicator is ranked last on the third standard level. In addition, Table (4) shows that, the arithmetic mean of the fourth standard (SS4: the environmental responsibility) equals (2.61). it is moderate in magnitude. Table (4) shows that, all the indicators of the fourth standard have varied between moderate and small in magnitude. Also, Table 4 shows that the indicator (Motivating the students to participate in school's activities for examples: secondary school camps, seminars, training programs, and workshops on environmental issues) equals (1.86). It is ranked last, with a very low score. This result that related to fourth standard indicates a shortcoming in preparing and using learning activities to improve the students' skills in fourth standard (SS4: the environmental responsibility) as standards of quality of life. The current findings in general have indicate that the curricula and learning program of secondary school do not promote the improvement of this standard environmental responsibility skills among the high schools' students as a main component, strands, and standards of quality of life. Therefore, the curricula of high schools should be assessed in the light of the standards (SS4): environmental responsibility's indicators. In particular, the curricula of the high schools (the goals and objectives, content, learning experiences, learning activities, questions and exercise) should focus on training secondary schools' students to participate positively in all environmental experiences and activities, and to participate in making and taking decisions related to improving the fourth standard (SS4): environmental responsibility.

Table 5: The arithmetic mean and Standard deviation of the standards &indicators of the strand: Quality of social life

The standards	**The indicators of the standards**	**Arithmetic Mean**	**Standard deviation**
(SS5): the Quality of life of family	Training the high schools' students in the skills that related to discussion likes dialogue, good listening skill, and the rules of discussion within their family	2.83	0.97
	Clarifying the basic and essential tasks and roles within the family and defining the roles of each member within the family.	2.43	0.91

	Connecting the family of the high schools' students to society's desired values and skills in the 21st century.	1.93	0.62
	Developing the concept and the values of the component's identity among the high schools' students.	3.01	1.13
	Total of standard (SS5): The Quality of life of family	2.55	0.49
(SS6): the Quality of life of society	Developing the components of the citizenship and its basic values (participation, responsibility, privacy, respect for the law, and Appreciation of knowledge etc.)	2.89	1.14
	Developing of the values and skills of digital citizenship among the high schools' students.	2.53	1.07
	Introducing the different cultural components including (Customs, traditions, values, culture, and heritage) of society	2.94	1.13
	Promoting the values and the skills of community participation among high schools' students	2.63	0.93
	Total of standard (SS6): the Quality of life of society	2.75	0.51

Table (5) shows that the arithmetic mean score of the fifth standard (SS5): The Quality of life of family equals (2.55). It is low. The arithmetic mean score of indicator scores varies between moderate and low in magnitude. Also, Table (5) shows that the score of the indicator (Connecting the family of the high schools students to society's desired values and skills in the 21th century) equals (1.93). it is low. In addition, Table (5) shows that the arithmetic mean of the sixth standard (SS6): the quality of life of society equals (2.75). It is moderate magnitude. Also, the indicator scores of this standard varied between moderate and low in magnitude. Table (5) shows that the indicator (Developing of the values and skills of digital citizenship among the high schools' students) is ranked last with a low score. This result indicates that secondary school curricula and program are not linked to the requirements and tools for developing the components and values of digital citizenship for the high schools' students.

Table 6: The arithmetic mean and Standard deviation of the standards and indicators of the strand: Quality of working life

The standards	The indicators of the standards	Arithmetic Mean	Standard deviation
(SS7): The Quality of life of learning system	Training high schools' students in basic and essential skills in reading literacy components, mathematical literacy skills, and scientific literacy skills.	3.12	1.03
	Training high schools' students in critical thinking skills, creative thinking skills, problem-solving skills, and other skills.	2.73	0.99
	Training high schools' students in the use of information and communication technology	3.02	1.07
	Training high schools' students in skills of planning their academic, personal, social, and professional future Determine the requirements of life in the future.	2.42	0.96

	Total of standard (SS7): the quality of life of learning system	2.82	0.54
(SS8): The Professional development	Training high schools' students in working together skills likes teamwork skills as a member or leader.	2.93	1.12
	Training high schools' students in self-assess skills of their performance and identify gaps of this performance.	2.58	0.97
	Training high schools' students in self-learning skills to develop Continuous learning and their performance.	3.47	0.91
	Training high schools' students in entrepreneurship skills To enhance time management, resource management, etc.	2.36	1.09
	Training high schools' students in effective management skills and leadership skills	3.21	0.84
	Total of standard (SS8): the professional development	2.91	0.47

Table (6) shows that the arithmetic mean score of the seventh standard (SS7): the quality of life of learning system equals (2.82). It is moderate. Also, the table (6) shows that the indicator scores varied between moderate and low in magnitude. In addition, the score of the indicator (Training high schools' students in skills of planning their academic, personal, social, and professional future Determine the requirements of life in the future) equals (2.42). It is low and ranked last among the indicators of this standard. Table 6 also shows that the arithmetic mean score of the eighth standard (SS8): the professional development equals (2.91). It is moderate, while the indicator of this standards scores varied in magnitude between moderate and low. Table 6 shows that the indicator (Training high schools' students in entrepreneurship skills to enhance time management, resource management, etc.) equals (2.36). It is ranked last, with a low score. This result indicates that secondary school curricula and related programs are not linked to training high schools students in entrepreneurial skills and processes, despite their importance in the 21st century.

Table 7: The arithmetic mean and Standard deviation of the strands and standards of quality of life.

No.	The Strands	The Standards of each strand	Arithmetic Mean	Standard deviation
1	(S1): the health literacy related quality of life	(SS1): the Physical health literacy	2.98	0.54
		(SS2): the psychological health literacy	2.57	0.48
Total of strand (S1): The health literacy related quality of life			2.76	0.35
2	(S2): The environmental literacy related quality of life	(SS3): The use resources effectively	3.42	0.39
		(SS4): The environmental responsibility	2.61	0.48
Total of strand (S2): The environmental literacy related quality of life			3.01	0.30
3	(S3): The quality of social life	(SS5): The quality of life of family	2.55	0.49
		(SS6): The quality of life of the society	2.75	0.51

Total of strand (S3): The quality of social life			2.65	0.36
4	(S2): The quality of working life	(SS7): The quality of life of learning system	2.82	0.54
		(SS8): The professional development	2.91	0.45
Total of strand (S4): The quality of working life			2.87	0.35
Total of questionnaire: The quality of life			2.83	0.16

Table (7) shows that the arithmetic mean scores of the strands and standards of QoL are generally moderate. Additionally, the arithmetic means are similar among the four strands. Table (7) also shows that the arithmetic mean score of (SS3): use resources effectively is large, while the scores of the standards (SS5): (quality of life of family) and (SS2): (psychological health literacy) are low. The arithmetic means scores of most standards are moderate. In general, the results of the current study indicate that there are deficiencies in the secondary school curricula in developing the components and standards of quality of life for students. The results of the current study also indicate the need to review secondary school curricula in terms of objectives, scientific content, educational activities, teaching treatments, and evaluation methods. It also takes into account that the processes of developing the components of quality of life are purposeful, planned, and intentional within the school curricula. It should also be linked to all secondary school courses.

In addition to the above, to answer the question "Are there any differences among respondents of the sample of this study based on the variables: core subject, job, gender, and years of experience? The Arithmetic means and standard deviations were calculated and compared using independent samples t-tests (Table 8).

Table 8. Independent samples t-tests of study variables.

Variables	Levels of Variables	The Sample	Arithmetic Mean	Standard deviation	(t)-test	df	'
The Core subjects	The scientific disciplines	107	2.81	0.17	1.559	256	0.120
	The humanities disciplines	151	2.84	0.15			
The Job	Teachers	220	2.83	0.16	1.087	256	0.278
	Supervisor	38	2.80	0.15			
The Gender	Male	137	2.82	0.16	0.132	256	0.895
	Female	121	2.83	0.17			
The Experience	Less than (10) years	123	2.82	0.16	0.431	256	0.724
	More than (10) years	135	2.83	0.17			

Table (8) shows that the Arithmetic means are generally similar between groups for each variable; no comparisons are statistically significant in terms of the core subject, the job, the gender, and years of experience. The results of the current study indicate a high degree of agreement among the study sample despite differences in quality according to many variables. This agreement came about secondary school curricula and their relationship to developing the components and standards of quality of life for students in the secondary stage. This result also shows that there is a clear deficiency in the secondary school curricula, so these curricula must be reviewed to meet the needs of students in developing quality of life components within the various academic courses.

5. Discussion

The results of this study showed that the high school curricula do not promote the development or improvement of components, strands, standards, and indicators of QoL to a satisfactory (large) degree. Also, the results of this study indicate that the high school curricula do not significantly enhance the development of quality-of-life components for students at the high school. All the scientific and literary courses are similar in this result that related to quality of life. The reasons for these results of this study lie in the lack of curriculum objectives, content, learning experiences, and learning activities that directly integrate those strands, standards, and indicators [23]. The result of this study is also driven by the fact that teaching strategies and approaches still rely on traditional strategies that do not meet the needs of high schools' students in the 21st century. The results of this study also indicate that teaching practices of high school teachers are still primarily linked to cognitive processes and cognitive levels, without focusing on skill-based and emotional aspects. Developing the components of quality of life requires integration between knowledge, skills, and the emotional dimension. In addition, the secondary school curricula of all subjects face the problem of a lack of connection with life/situation life and a lack of direct and not direct connection with students' needs. In addition, teaching strategies and practices and schools' activities are necessary to build students' abilities and skills in the components of QoL. These results of this study are consistent with a lot of previous studies on the necessity of integrating QoL standards into objectives and content [24], [25], [26]. Curricula of high schools should be planned in forms that integrate and include the components of quality of life into learning outcomes, leaning objectives. Also, learning experiences should focus on components, standards, and indicators of quality of life. In addition, the high school teacher should plan the teaching practices according to the requirements and needs of the secondary school students to enhance these components for them. The Quality-of-life standards and measures must be continuously and comprehensively measured among high school students, and deficiencies should be identified and remedied. Finally, the teachers and educational supervisor need to be aware of strategies and methods of including and integrating them into teaching processes and practices. These teaching practices should enhance the development and measurement of quality-of-life components among high school students. Also, the educational supervisors must enhance the high schools' teachers of this stage with appropriate teaching models, train them to employ traditional and digital tools in teaching, and use interactive teaching, through sustainable professional development programs.

6. Conclusion

A quality-of-life standard is one of the contemporary and necessary trends and concepts for high schools' students, especially in the 21st century. The curricula represent learning tools for building concepts and skills to promote quality of life among students, especially at secondary schools. Curricula include the objectives, content, learning experiences, learning activities, teaching strategies, and assessment methods. The results of the current study indicated that there are shortcomings in high school curricula in developing strands, standards, and indicators of QoL. Therefore, the current study recommends including and integrating strands, standards, and indicators of quality of life according to a multidisciplinary approach, across high school curricula. Also, curricula must include components of quality of life as an integrative concept that includes mental (cognitive and emotional), physical, digital, and social health, and environmental awareness. In addition, the training of high school teachers on teaching strategies and practices is very essential to link content and life situations, design student-centered real learning experiences, and enhance quality of life development practices. The current study also highlights the constant need to measure the components of quality of life among high school students using appropriate measuring instruments.

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