

The Inclusion of Career and Life Skills in Social Studies Curriculum for Primary Education in The Kingdom of Saudi Arabia

Tahani Salman Alangari¹, Fay Abdullah Alotaibi², Sarah Saleem Alotaibi³

^{1,2,3} Imam Abdulrahman Bin Faisal University, Dammam, Saudi Arabia

Abstract

The study aimed to identify the degree of inclusion of career and life skills in social studies curriculum for the sixth grade of primary school in the education of the Kingdom of Saudi Arabia as one of the classifications conducted by the partnership for twenty-first century skills (P21) and the most appropriate to the nature of the social studies curriculum, and to reveal the career and life skills that must be available in the curriculum Social Studies. To achieve the objective of the study, the analytical descriptive approach was used, and the study instrument consisted of preparing a list of career and life skills and converting it into a content analysis card, which included five main skills, ten sub-skills, and twenty-five indicators. The results of the study found a general decline in the availability of career and life skills in the social studies curriculum for the sixth grade, and in varying proportions, as the frequencies of the second semester amounted to (74) times, at a rate of (44.58%), and the frequencies of the third semester amounted to (70) times, at a rate of up to (42.17%), when the first semester came with a number of frequency of (22) times, with a percentage of (13.25%), however, there was no explanation on how to acquire these skills. Considering career and life skills as an essential component of 21st century skills, it is recommended to update the social studies curriculum, distributing these skills across the academic content in a more balanced manner, and invoking a 21st century perspective in the core approach and curriculum philosophy.

Keywords: content analysis, social studies curriculum, 21st century skills, career and life skills.

Introduction

The current century is characterized by rapid and continuous developments that have had an impact on many aspects of life, whether socially, economically, politically or even educationally. There has been a great reflection of this development on the educational process. As a result, it was noted in the last period of the twenty-first century that there was a wide interest in the skills necessary for success in life and work, and this necessitated that educational institutions and organizations work to keep pace with these changes and deal with them, by preparing a generation that possesses and learns the skills of the twenty-first century in order to work and succeed in this life. At the beginning of the twenty-first century, many educational institutions, as stated by Al-Shahrani and Al-Mahfouz (2020), began to reconsider their orientations and plans to reform the educational system and all its elements. In order to comply with

the variables and requirements of this century and achieve positive harmony with it by focusing on the skills of the twenty-first century, which elevate learners to participate in building a developed society capable of facing the challenges of this accelerated age with science, knowledge and innovation.

Abdel-Al (2018) addressed that the twenty-first century is witnessing many cognitive, economic and technological developments, which have greatly affected man in terms of his abilities, skills and competencies, so that it has become noticeable that countries that possess knowledge, economic and technological skills and components can obtain distinction in the fields of different life, and whoever does not possess these skills and ingredients remains in need of others, always subordinate to him. In response to this, the skills of the twenty-first century were defined, and frameworks and ideas were formulated to include these skills, and their integration

with educational systems, and the programs and curricula they include in the various scientific fields, which help the learner to adapt to the changing world, keep pace with the successive changes that characterize it, and enable him to work successfully in this century, and help it to compete according to the needs of the labor market (Younis, 2016) (Jad, 2014).

As Al-Obaidani and Haroun (2022) pointed out, these responses paved the way for the growth of the concept of twenty-first century skills in many global systems, during which the educational system sought to lay the foundations and rules upon which these skills are built in order to integrate them into the curricula, given the importance they represent in various areas of life, and its ability to change the thinking patterns of learners, and this is confirmed by the study of both (Pharaoh, 2019; Natraj et al., 2018).

The skills were divided into three main skills: learning and innovation skills, digital culture skills, and career and life skills. (Turling & Fadel 2013). Jian, Roy, Cheng, Man, Binyan, Tan, and Khia (2015) mention that many studies, whether Arab or foreign, dealt with twenty-first century skills, but they differed in defining, identifying, and accurately classifying them. Some of them call them twenty-first century skills or competencies of the century or general competencies. While Subhi (2016) defined it as a set of skills that make the learner successful in the current era. Shalaby (2014) considered it a set of important skills to ensure that individuals learn the skills of learning, innovation, life, work, and better use of technological technologies. Hajjah (2018) defines them as the set of skills that are necessary for educated individuals and that they can acquire to succeed in learning and life, and based on the above, the two researchers define them as necessary skills for learners to integrate into life and work and succeed in them. Given the importance of the need to acquire twenty-first century skills, as they enable the learner to learn and achieve higher levels of academic subjects, and provide an organized framework that ensures learners' involvement in the learning process, helps them build confidence, and prepares them for innovation and leadership in the twenty-first century and to participate effectively in civic life (Shalaby, 2014). To achieve this need, the educational system must make

continuous improvements and updates, in addition to focusing on the guidance and development of the curricula to include twenty-first century skills. Considering the school curricula an element that has a significant impact on the development of the individual's personality and raising the level of his achievement, and trying to provide the learners with the life skills they need through good planning for them that refines their skills and enhances their abilities to engage in life with high efficiency (Jian et al., 2015).

Curriculum planning, implementation, evaluation, and development processes are a true translation of the developments of educational thought and its orientations towards keeping pace with successive changes. Therefore, the construction of curricula must be at a high level of quality and quality in order to conform to reality in the twenty-first century (Al-Swaify, 2020). And since the curriculum is the means of education through which behavior is directed, abilities, skills and positive attitudes are developed, habits are formed and morals are refined. Because it contains skills, knowledge, attitudes, and values to be presented to individuals, given that the curriculum is the vital axis in the educational process, so the curriculum must take into account the reality of society, its philosophy, the nature of the learners, and the characteristics of their growth, and help them to accept the changes that occur in society and adapt to them, and the fact that the modern curriculum is The learner is the focus of the educational process, encourages self-learning, stimulates learners' motivation to search, read and collect information from various sources, and acquires the capabilities and skills that enable them to adapt to life and take responsibility (Hariri, 2011). Hence, the Ministry of Education in the Kingdom of Saudi Arabia sought to improve the governance of the education system, develop the skills and capabilities of its employees, and provide learners with the values and skills necessary to become good citizens (Ministry of Education, 2021). Thoughtful plans were drawn up by officials; To develop and advance education in order to keep pace with the latest educational systems around the world (Sobhi, 2016). Moreover, many international organizations tend to focus on integrating all fields of twenty-first century skills into school curricula, to meet future challenges and keep pace with

the requirements of the labor market in light of economic and social changes at the local, national and international levels (Hanan, 2021)

Since the integration of twenty-first century skills into school curricula is essential, as advocated by modern educational studies in this field, such as the study of Al-Obaidani (2017), which calls for the importance of including twenty-first century skills in all curricula, especially the social studies curriculum. In addition, the modern global educational systems call for in the importance of providing learners with skills that help them work and succeed in the twenty-first century, as indicated by the study of Al-Muqrin (2020). One of the areas of the skills of the twenty-first century is the field of career and life skills, which are skills required for human life and are becoming increasingly required in order to improve work and life in the twenty-first century because we are in a time of great change. Therefore, the flexibility and the ability to adapt to new ways of communication, learning and work life are essential that every individual must develop under different circumstances to produce unique solutions and real innovations that help keep pace with the requirements of the twenty-first century (Turling and Fadell, 2013). As career and life skills are among the basic pillars of the modern global educational system, due to their growing importance in advancing the process of progress and development, and achieving more achievements and innovations in all educational system.

Social studies curriculum is a multidisciplinary field that presents the topics to learners in an integrated and comprehensive manner, such as history, geography, national education, psychology and sociology. It aims to promote learners growth in order to become good citizens capable of serving their country (Al-Atwi and Al-Saadoun, 2021). In line with global educational developments and the call for the importance of integrating these career and life skills into educational systems in general, and school curricula in particular; the requirements of the labor market in finding highly qualified and professional workers who are flexible and adaptive, and the ability to develop appropriate solutions to problems should be taken into consideration. This would result to find a generation

of learners who are committed to the principle of lifelong learning, adherent to human values, and communicate effectively with others in order to improve the learning outcomes that are aligned with the twenty-first century requirements (Al-Obaidani Aaron, 2022, p. 68). The current study presents the degree of including the availability of career and life skills in the social studies curriculum, and it seeks to contribute to the scientific effort and educational curricula in an attempt to enrich the scientific content with regard to the subject of analyzing the curricula in the light of career and life skills. Its importance also lies promoting the human capabilities' program launched by the Kingdom of Saudi Arabia Vision in an attempt to provide students with career and life skills by implanting these skills in the curricula of Saudi public education (Al-Muqrin, 2020). Al-Toubi and Al-Fawair (2016) indicated that there is a weakness in the necessary skills in the educational outcomes in terms of the requirements of the local and global labor. Therefore, the problem of this study stems from the lack and weakness of inclusion in the curricula in the Kingdom of Saudi Arabia of the subject of career and life skills, as mentioned by both (Study Al-Shehri, 2021; Subhi, 2016).

Since the world is moving towards changes that are challenging, which are reflected in the requirements and objectives of education, and highlight contemporary educational goals, which are difficult to achieve through traditional curricula and textbooks, as it has become necessary to include the curricula with topics that enhance skills and prepare students for the future, and make them more prepared and able to think. To achieve the vision of the Kingdom of Saudi Arabia 2030, especially what was mentioned in the field of education, in including twenty-first century skills in the curricula (Ibn Mirdah and Saleh, 2022), and in response to the recommendations and previous studies that emphasized the existence of weakness in social studies curricula dealing with some twenty-first century skills. Al-Obaidani and Haroon (2022) indicated that there is a clear decline and weakness in the level of inclusion in the social studies curricula for the twelfth grade in the Sultanate of Oman of the twenty-first century skills, which include career and life skills. Therefore, the current research aims to

reveal the extent to which the social studies curriculum for the sixth grade of primary school in The Kingdom of Saudi Arabia to bridge the gap between what the vision seeks to achieve and the quality of the school curricula to include career and life skills to prepare a generation capable of working and succeeding in this era by answering the following research questions:

- What are the career and life skills that should be included in the social studies curriculum for sixth grade students in the Kingdom of Saudi Arabia?

- What is the degree of availability of career and life skills in the sixth grade social studies curriculum in the Kingdom of Saudi Arabia?

Literature review

The current time is characterized by many cognitive variables that have a great impact on the overall society, and their repercussions on the lives of individuals in many aspects of human life, which has become necessary to develop the curricula to be consistent with the requirements of living in this era. Therefore, it is necessary for the curriculum to play its role in supporting the community to deal with and benefit from the data of development. The curricula, which represent a sub-system of education systems, are classified as one of the most important of these tools (The High Political Forum, 2018). Also, the social, political, economic and cultural developments resulting from the continuous changes in the world have led in some ways to many changes in the whole world in general, which led to a change in the school curricula (Al-Talafha, 2013)

Although the curricula are not the only source or the exclusive element for obtaining knowledge and information, it is one of the successful means of accessing information and skills that is considered an essential tool in the educational process. Marei and Al-Hila (2011) pointed out that the curricula are a means used by the school for students; to help them achieve a set of educational goals, obtain the best results, and contribute to building their capabilities and abilities within the classroom.

In order to ensure the quality of the curricula, which allows it to perform its basic function, by providing sufficient knowledge, career and life skills, attitudes and values, which enable learners to keep abreast of the educational process and developments in various fields, students should be prepared for the 21st century skills that related to life and work. As researchers considered it to be a very important skills, being research-based, focused on issues related to the individual's life, emphasizing problem-based learning and learning based on communication and collaboration (Shalaby, 2014)

Career and life skills depend on activities that emphasize the role of students in implementing activities with the participation of the teacher. This requires linking curricula with career and life, and utilizing technology to achieve educational approaches towards deep learning (Afaneh and Nashwan, 2018). Therefore, care had to be taken to include career and life skills in the school curricula. Reading, writing and arithmetic are the three basic skills that every student in the twenty-first century needs to learn (Abdullah, 2020; Jian et al., 2015).

Hajjah (2018) explained career and life skills as the development of the learner's skills to become self-directed, independent, able to adapt to change, manage projects, take responsibility, lead others and bear results, where knowledge and thinking skills are no longer only the skills needed for life, especially in light of the increasing complexity in the requirements of life and global competition in the age of knowledge, but the learner requires the development of life skills as well.

Al-Obaidani and Haroun (2022) mentioned that life and career skills consist of five main skills:

Adaptation and flexibility: It consists of the following sub-skills: adaptation to change and excellence in flexibility. Abu Odeh and Al-Nabih (2021) indicated that students should be able to adapt to change, adapt to various roles, responsibilities, schedules, and policies, work effectively in an atmosphere of ambiguity and changing priorities, be flexible, invest in feedback effectively, and deal positively with praise

and criticism in a positive manner. Positive, and to understand points of view.

Initiative and self-direction: It includes the following sub-skills: managing goals and time, working independently. Abu Odeh and Al-Nabih (2021) stated that students can manage goals and time, set goals with tangible and intangible criteria, achieve a balance between short-term goals and long-term strategic goals, use time, manage workload effectively, work independently, and monitor, define and crystallize tasks, priorities and accomplish them without direct supervision. They are self-directed learners.

Social skills: the skills of understanding multiple cultures and include two sub-skills: Interacting with others efficiently, working effectively with diverse teams. Abu Odeh and Al-Nabih (2021) also specified that students must be able to interact with others effectively, so they know when it is appropriate to listen and when it is better to speak, direct their behavior in a respectful and professional manner, work effectively in diverse teams, respect different cultures and work effectively with everyone, respond With a mindset open to different ideas and values, they exploit social and cultural differences to come up with new ideas.

Productivity and accountability: two sub-skills emanate from it: project management, highlighting results. Abu Odeh and Al-Nabih (2021) mentioned that students are able to: manage projects, create goals and achieve them even in the event of obstacles and competitive pressures, set priorities, plan and manage work to achieve desired results, and demonstrate results and demonstrate additional characteristics associated with the production of high-quality products that include Work positively and ethically, manage time and projects effectively, carry out multiple tasks, participate actively and accurately in work, be trusted and take responsibility for results.

Leadership and responsibility: Two sub-skills fall under it: leading others and directing them. Bearing responsibility towards others. Abu Odeh and Al-Nabih (2021) indicated that students should be able to lead and direct others and use interpersonal communication and problem-solving skills; To influence others and

direct them towards the goal, and to invest the strengths of others to achieve a common goal, and to demonstrate straight and ethical behavior in the use of the power of influence, to bear responsibility towards others, and to act responsibly towards the interests and interests of the larger community.

Methodology

The study used the analytical descriptive approach due to its suitability to the nature of this study using the content analysis method to identify career and life skills (flexibility and adaptation skill, initiative skill, self-direction, social interaction, productivity and accountability, leadership and responsibility), and determine the degree of inclusion of these skills in the curricula of social studies.

Instrument

The researchers prepared a content analysis card for the social studies curriculum in the light of career and life skills to find out the availability of skills (flexibility and adaptation, initiative and self-direction, social interaction, productivity and accountability, leadership skill and responsibility) included in the curriculum units. To build the tool for the study, the researchers followed the following procedures: examining and reviewing the literature related to the subject of the field of career and life skills, preparing a table that includes the main and sub-values then subjecting the list to arbitration, and converting the list into a content card according to specific skills and elements. To ensure the validity of the tool for the study, the researchers verified the validity of the content analysis card by applying expert panel validity procedures, by presenting the tool to a group of experts and adjusting the tool in the light of the experts' notes, and coming up with the tool in its final form.

Analysis procedures

The study relied on the idea as a unit for analyzing the content of textbooks, due to its suitability with the topic of career and life skills. The researchers conducted the data analysis using the following statistical methods, with the aim of answering the research questions and quantitative description of the data collected and processed statistically through

frequencies and percentages, the Holsti equation to measure the reliability of the content analysis. The reliability was calculated through the agreement between two analysts by applying the content analysis card from the first researcher and then re-applying it again from the second researcher, to ensure the reliability of the analysis card. The Holsti equation was used to calculate the reliability coefficient after determining the points of agreement and disagreement between the two analyses. A high stability ratio = 0.91.

Results and discussion

The result of the first question: What are the career and life skills that should be available in the social studies curriculum for the sixth grade of primary school in the Kingdom of Saudi Arabia?

After the researchers reviewed previous studies and literature that discussed twenty-first century skills and career and life skills in particular, they built the analysis tool and came up with a list. Table (1) indicates the distribution of career and life skills into three main skills, from which ten sub-skills emerge. Twenty-five tool indicators branched out from it. It was presented to a group of experts in order to verify its affiliation with the field and the main skills emanating from it.

Table 1. List of Career and Life Skills

Main skill	Key skills	sub skills	indicators	number
Career and life skills	Adaptation and flexibility	Adapting to change	Adapting to diverse roles, policies and responsibilities - working effectively in an atmosphere of changing priorities.	2
		Excellence in flexibility	Investing in feedback effectively - Dealing with praise and obstacles positively - Understanding, accepting and negotiating points of view.	3
	Initiative and self-direction	Goals and time management	Setting goals with tangible and intangible criteria - achieving a balance between short and long-term goals - using time and managing work effectively.	3
		Work independently	Following up on tasks, defining, arranging and completing them - Distinguished by striving for learning and self-direction - The ability to explore and expand personal learning methods to gain experience - Commitment to the principle of lifelong learning - Critical reflection on past experiences for future guidance.	5
	social skills	Interact with others efficiently	Determining the appropriate time to listen and speak - directing behavior and opinion in a respectful and professional manner.	2

	Work effectively with diverse teams	Respecting different cultures - Responding with an open mind to different ideas and values - Employing social and cultural differences to create new ideas.	3
productivity and accountability	project management	Setting goals and striving to achieve them even in the face of obstacles and competitive conditions - prioritizing, planning and managing work to achieve desired results.	2
	Show results	Demonstrated possession of characteristics associated with the production of high-quality products such as: working positively, managing effectively, executing tasks, accuracy, ethics, cooperation, and respect.	1
Leadership and responsibility	Leading and directing others	Employ personal communication skills to influence others and direct them towards achieving the goal - Investing the strengths of others to achieve common goals - Employing straight and ethical behavior to influence others.	3
	Take responsibility towards others	Acting responsibly towards the interests of society and reconciliation.	1

The result of the second question: What is the degree of inclusion of career and life skills in the social studies curriculum for the sixth grade of primary school in the Kingdom of Saudi Arabia?

Table 2. Results of the frequencies of career and life skills

Main Skill	Key skills	sub skills	N	indicators	Frequencies			order
					explicit	implicit	total	
Career and life skills	Adaptation and flexibility	Adapting to change	1	Adapting to diverse roles, policies and responsibilities	0	3	3	4
			2	Work effectively in an atmosphere characterized by changing priorities.	0	0	0	4
		3	Investing feedback effectively.	29	0	29	2	
		4	Dealing with praise and obstacles positively.	0	0	0	4	
		5	Understanding, accepting and negotiating points of view.	11	2	13	3	
	Initiative and self-direction	Goals and time management	6	Setting goals with tangible and intangible criteria.	1	2	3	4
			7	Achieving a balance between short and long term goals.	0	1	1	4

		8	Utilizing time and managing work effectively.	0	1	1	4
	Work independently	9	Following up on tasks, defining them, arranging them, and completing them.	0	1	0	4
		10	Excellence in striving for learning and self-direction.	3	2	5	4
		11	The ability to explore and extend personal learning methods to gain experience	1	3	4	4
		12	Commitment to the principle of lifelong learning	3	0	3	4
		13	Critical reflection on past experiences for future guidance.	26	11	37	1
social skills	Interact with others efficiently	14	Determine the appropriate time to listen and speak.	1	1	2	4
		15	Directing behavior and opinion in a respectful and professional manner.	7	2	9	4

	Work effectively with diverse teams	16	Respect for different cultures.	2	1	3	4
		17	Respond with an open mind to different ideas and values.	3	4	7	4
		18	Employing social and cultural differences to invent new ideas.	0	1	1	4
productivity and accountability	project management	19	Setting goals and striving to achieve them even in light of obstacles and competition conditions.	1	0	1	4
		20	Prioritizing, planning and managing work to achieve desired results.	1	1	2	4
	Show results	21	Demonstrated possession of characteristics associated with the production of high-quality products such as: working positively, managing effectively, executing tasks, accuracy, ethics, cooperation, and respect.	3	4	7	4

Leadership and responsibility	Leading and directing others	22	Employ personal communication skills to influence others and direct them towards achieving the goal.	2	1	3	4
		23	investing the strengths of others to achieve common goals.	4	2	6	4
		24	Employ straight and ethical behavior to influence others.	6	7	13	3
	Take responsibility towards others	25	Acting responsibly towards the interests of society and reconciliation.	7	5	12	3

The results in table (2) show that the indicator, “Critical Reflection on Past Experiences for Future Guidance,” topped all indicators with a total of (37) frequency. Most of them were concentrated on the explicit side which reached (26) times, while the implicit items reached (11) times. The current study came up with high frequencies in the index relative to what the study of Al-Obaidani and Harun (2022) had found, in which it included only one frequency in the indicator of “critical reflection for past experiences for future guidance”. This can be attributed to considering the social studies curriculum in the education of the Kingdom of Saudi Arabia for explaining historical, cultural and economic events, and the impact of the past in the present. While the third indicator “Investing Feedback Effectively” took the second place, and the number of frequency reached (29) times, all of which came explicitly only. This is attributed to paying attention to the learner’s responses and informing them

of the correct results to strengthen their self-confidence and motivate them to increase their efforts and speed of learning, as this indicator was included in the digital lesson key in the Social Studies textbook. While the index of investing feedback effectively in the study of Al-Obeidani and Haroun (2022) included the last place, unlike what was indicated by the current study, and these frequencies indicate an imbalance in the distribution of sub-skills in the field of career and life skills in the social studies curriculum for the sixth grade of primary school.

While the fifth indicator came in third place, “Understanding, accepting and negotiating points of view,” and the twenty-fourth indicator, “Employing upright and ethical behavior to influence others,” with a total number of frequencies of (13) times, which included both explicit and implicit aspects. On the other hand, the twenty-fifth indicator, “acting

responsibly towards the interests and interests of society," with a total number of frequencies (12) times, as the frequencies were concentrated in the explicit side, reaching (7) times, while it reached (5) times in the implicit side. This may be attributed to the interest of curricula planners in the need to provide learners with skills that help them acquire ethical behaviors towards others, behaving responsibly towards society, and flexibility in accepting points of view, which helps the learner to succeed in the career and in life. The results of the second place appear, despite the availability of career and life skills; however, they were included with fewer frequencies compared to the frequencies of the indicators in the first place. This is what Al-Shehri's study (2021) concluded by showing the decrease of inclusion of career and life skills compared to other fields in the study, with a rate of (7%).

As for the last place, there were nineteen indicators, the number of frequencies in each of them was only once. While there were two indicators for which there was no frequency in the curriculum of the study sample, the second indicator is "working in an atmosphere characterized by changing priorities" and the fourth is "dealing with praise and obstacles positively." The researchers attributed this to the focus of the curriculum on certain knowledge aspects related to history, geography, economics, citizenship and sociology. The current study agrees with the findings of Sobhi's study (2016) by reviewing the middle school curricula due to their low inclusion of career and life skills. Bateen's study (2019), which recommended the necessity of integrating all fields of twenty-first century skills; due to the variation in their availability in the social studies curriculum in the higher basic stages. A study (Abu Odeh and Al-Nabih, 2021; Al-Shehri, 2022; of Al-Obaidani and Haroun, 2022), which emphasized the existence of a weakness in the curricula's handling of career and life skills. The results of the current study came to confirm all of the above with the low availability of career and life skills to varying degrees in the social studies curriculum for the sixth grade of primary school, which is prescribed in the education of the Kingdom of Saudi Arabia.

Conclusion

Curricula are the most important tool in integrating 21st century skills into education (Otuz et al., 2018). These skills are known to facilitate the lives of individuals and make them lifelong learners. Career and life skills were included in the social studies curriculum in varying percentages, as they came with a high percentage in the skills of initiative, self-direction, leadership and responsibility, and flexibility and adaptation skills came in a medium percentage, while social interaction skills came in a weak percentage in the curriculum's inclusion of them. In addition, some skills were not included directly and explicitly, such as the skill of adapting to change and the skill of managing goals and time. There also was no explanation on how to acquire these skills, especially life and career skills are compulsory for students to acquire a culture of coexistence with others, awareness of differences, and contribute to adapting to changing life conditions in today's globalized and competitive environment. Through the results of the study, it is recommended to reconsider the social studies curriculum in terms of the extent to which it includes career and life skills, due to its importance in the development of learners and their success in life and the labor market. The results of the current study are also used to develop social studies curricula at the primary stage in the Kingdom of Saudi Arabia in the light of career and life skills in a balanced manner. Preparing and building non-curricular enrichment activities to develop career and life skills for primary school learners and including them in the school curricula is among the procedures that are suggested to be taken into consideration when developing the social studies curriculum. For future research, the researchers suggest conducting a similar study on other curricula at the secondary level. This is due to the importance of preparing them for social life and the labor market. A study is also recommended to be conducted to measure the career competencies of primary school teachers in the light of professional and life skills.

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