



Journal of Arts & Humanities

Volume 09, Issue 03, 2020: 01-13

Article Received: 12-02-2020

Accepted: 07-03-2020

Available Online: 18-03-2020

ISSN: 2167-9045 (Print), 2167-9053 (Online)

DOI: <http://dx.doi.org/10.18533/journal.v9i3.1860>

Life skills incorporated in the Sharia Sciences Courses at the Elementary Stage in the Kingdom of Saudi Arabia

Thabet Bin Saeed Nasser Al-Khlan¹

ABSTRACT

This study aimed at identifying the extent of incorporation, distribution, and balance of life skills in Islamic sciences courses (Hadith, Jurisprudence and Behavior) in the three upper grades in elementary stage. The study population and sample included the entire content of the students and activities' textbooks for the courses of (Hadith, Jurisprudence and Behavior) in the three upper grades of elementary schools. The dimensions of life skills studied were time management, decision-making, problem-solving, social communication, personal skills and higher thinking skills). The study used the descriptive analytical approach in collecting and analyzing data. The results showed that the life skills' dimensions were distributed unevenly in Islamic sciences courses (Hadith, Jurisprudence and Behavior). The results also showed that the dimension of social communication was incorporated more than the remaining dimensions and that the dimensions of personal skills and higher thinking skills were fairly incorporated in some courses. The rest of the dimensions of life skills were incorporated with a less-than-expected ration and the time management field was among the least incorporated fields, which requires reconsideration of life skills distribution and incorporation in these courses to create a balanced distribution.

Keywords: Skills, life skill, Islamic sciences courses, elementary stage, inclusion.

This is an open access article under [Creative Commons Attribution 4.0 License](https://creativecommons.org/licenses/by/4.0/).

1. Introduction

Life skills are among the basic skills that children need to learn and be trained on to help them overcome their daily problems. Children's acquisition of life skills makes them immune and shield them against future crises they may encounter (Mubariz, 2007). Schools provide learners with the values, attitudes, and principles followed by and rooted in their communities at an early age, which also develop their spiritual, intellectual, social and physical aspects. Curricula, in their modern concept, are the main tools to achieve the objectives of education. Therefore, it was necessary to include knowledge and life skills in these curricula because of their importance as current topics of our age, and to change

¹King Khalid University, Faculty of Education, Department of Curricula and Teaching Methods. E-mail: talkhlan@kku.edu.sa

behavioral patterns and link them to the needs of learners, life situations and the needs of society (Al-Qaheez, 2018).

In Saudi Arabia, Sharia sciences curricula are distinguished by their focus on the need for behaviors to change and correspond to what is taught in various subjects. Teaching this field requires being a high example, consistent with the ideals and values advocated by the Islamic educational approach. The various concepts of these courses also need to be instilled and implanted in the minds of students and to take part in forming their minds, principles, goals in Life and treatment of other people (Murtaja, 2016).

Because of its importance, the life skills component has become one of the major components of the community education departments, which seeks better practices of daily life through its effective communication with others and the ability to present ideas, opinions and perform the required actions efficiently to achieve social adaptation and the ability to face problems (Mahmoud, 2012). According to Albertyn et al. (2004), training on life skills improves critical thinking capabilities of students and eventually affects their life style and future development.

Studying this topic of a significant importance to the field of curriculum design and developing new methods to include life skills in different courses. The literature supports the need to investigate the extent different curricula integrate life skills and their purposes. Smith & et al., (2006) found that using life skills improves interpersonal relationship and reduces aggression and behavioral problems among students. Tuttle et al., (2006) used different life skills in students' curriculum and found such skills effective in elevating teens' positivity and flexibility. Moreover, Vranda and Rao (2011) found that training on life skills improves students' psychosocial competencies. Puspakumarag (2013) concluded that inclusion of life skills positively influenced the ability to prevent several problems such as abuse, bullying and also to support self-confidence and raise self-esteem among students. In addition, Roodbari, Sahdipoor, and Ghale (2013) found that training on life skills leaves a positive impact and enhances social development and emotional and social adjustment.

The objectives of the present study is to develop a list that includes life skills (time management, decision-making, problem solving, social communication, personal-skills, higher-order thinking) to be appropriate for students of the three upper grades in the elementary stage. The second objective is to verify the extent to which the Sharia sciences courses in the three upper grades include life skills that are appropriate for students in the elementary stage. Finally, the study aim to ensure the extent of distribution and balance of life skills in the Sharia sciences courses in the three upper grades of the elementary stage.

In order to achieve the objectives of the study and researcher developed the following research questions:

1. What is the extent of inclusion, distribution and balance of life skills in the Sharia sciences textbooks (jurisprudence and behavior, hadith) in the fourth grade of the elementary stage?
2. What is the extent of inclusion, distribution and balance of life skills in the Sharia sciences textbooks (jurisprudence and behavior, hadith) in the fifth grade of the elementary stage?
3. What is the extent of inclusion, distribution and balance of life skills in the Sharia sciences textbooks (jurisprudence and behavior, hadith) in the sixth grade of the elementary stage?

In order to answer these questions, the study followed the descriptive analytical approach. The researcher developed a list of life skills to check their incorporation in the Sharia sciences course taught in Saudi Arabia. The findings revealed weak distribution of life skills in Sharia courses and the social communication skills were the most incorporated in these courses. The findings of the present study are intended to provide more insights on the status of using life skills in Sharia Sciences courses in Saudi Arabia. The significance of the study appears in the information provided on the nature of life skills and the extent of their incorporation in Sharia sciences courses for the upper three grades of the elementary stage. The study may be useful for the Sharia sciences courses developers and writers in the Kingdom of Saudi Arabia, so that these skills are taken into account during the development of those courses, in light of the results of this study. In addition, this study may open new horizons for researchers through conducting analytical studies on other Sharia science courses, and studying the possibility of including these skills in the developed curricula and textbooks.

The present study presents a literature review on the topic of life skills in education and provides relevant previous studies that tackled the incorporation of life skills in different courses. The

methodology and procedures of the study were presented and then followed with a presentation of results and discussion. The study concluded with recommendations for future research.

2. Literature review

2.1 The importance of including life skills in elementary stage courses

Agha (2012) and Radwan (2012) mentioned different reasons for the importance of life skills in elementary courses. According to them, such skills help students to face daily problems and increases their interaction with life situations. They also expand students' learning capacities, increase students' opportunity to be popular and social with self-confidence, they help in achieving self-independence, and they also support learning, life style, and taking the right decisions. According to Prajapatiet.al. (2017) developing education programmes based on the inclusion of life skills is important in developing these basic capabilities of students and helps in enhancing their abilities to cope with daily life challenges.

2.2 Definition and characteristics of life skills

Life skills are a set of mental, social and emotional behaviors and capabilities that enable students to perform adaptive and positive behaviors to deal with the requirements of daily life and its challenges effectively and to interact with the environment while coping with the requirements of life (O'Brien, 2010). In addition, life skills are the abilities that students gain to help them promote mental and social well-being in their daily life (Wiedemann N., 2013). Ahmed (2016) describes the different characteristics of life skills. Firstly, they are diverse and inclusive, as they include both the material and immaterial part related to satisfying the needs and wants of the individual. Difference is another feature, where life skills differ from one society to another depending on each society and its development and differ from time to time. Life skills also depend on the nature of exchange between the individual and society and vice versa and the extent of their impact over each other. Life skills also are supportive, as they aim to assist the individual to accomplish successful interaction with life and to develop methods of experiencing life, which also should happen through using new and developed methods.

Life skills are not merely innate like what many would believe. They are skills that can be taught and acquired. Therefore, all students in the elementary stage have an equal opportunity to acquire them. This needs the attention of educators in developing effective learning and training programs that contribute in developing the different knowledge, behavioral, psychological, emotional and educational skills.

2.3 Classification of life skills

Al-Sharkawi (2016) classified life skills into four main skills. Firstly, communication and dialogue skill, which are related to dealing with problems resulting from the exchange of personal relationships with others. Secondly, persistence skills or affirmative skills, which are related to the process of acquiring learning of a method or a way to perform simple tasks. Thirdly, self-expression skills, which help the learner to acquire an appropriate way to express his feelings or opinions about others. Finally, interpersonal skills, which are related to the process the learner use to acquire the appropriate method of how to accept or praise others' opinions.

2.4 Previous studies

Different studies tackled the issue of incorporating life skills in school curricula. Al-Qahiz (2018) conducted a study to prepare a proposed concept for a unit in Sharia sciences courses based on the integrative approach to developing life skills related to time management among third-graders middle school students. The study developed a list of life skills related to time management for the third intermediate grade students, and the contents of Sharia science books (interpretation, Hadith, Monotheism, and Jurisprudence) were analyzed. The results showed the existence of deficiencies in the incorporation of life skills related to the management and investment of time in the content of Sharia sciences textbooks. The study concluded that life skills barely exist in these courses and recommended to consider incorporating such skills in Sharia courses.

Murtaja (2016) also conducted a study aimed at identifying the life skills included in the Islamic education books for the sixth basic grade and the extent of students' acquisition of these skills. The study concluded that supporting the spiritual aspect is most life skill mentioned in the textbook followed by the cultural and emotional aspects. The study recommended that it is necessary to review the planning of Islamic education curricula at the basic stage to focus more on developing life skills.

Al-Jalal (2016) conducted a study aimed at identifying the most important life skills that should be included in the books of Islamic Education (Jurisprudence - Hadith) at the secondary stage in the Republic of Yemen. The results of the study showed the variation of life skills in the subject of Hadith, where 9 skills had high levels and 15 skill at a moderate level. In the subject of jurisprudence, 4 skills were with a high level and 16 skills with moderate levels. The study recommended the necessity to incorporate life skills more in the subjects of hadith and jurisprudence, and to ensure their incorporation in all Islamic education textbooks.

Al-Ayesh (2015) conducted a study to identify the way the educational programs focuses on life skills for students enrolled in Intellectual Education course in elementary schools in the Kingdom of Saudi Arabia. The study was limited to the scientific, cultural, linguistic courses and Islamic education, and focused on curriculum taught for boys. The results of the study revealed a failure of the educational program for students in intellectual education in the primary school in fulfilling life skills specified in the list. The study also showed a concentration on some skills that are not suitable with the mental age of this group.

Al-Hayek's (2015) study aimed at identifying the reality of developing life skills in Arabic language curricula for the secondary stage. The study used the descriptive analytical approach and developed a list of life skills that included three main themes: higher thinking skills, communication and social communication skills, and psychological and emotional skills. The results of the study showed that higher thinking skills came in the first place with a rate of (53.2%), while communication and social communication skills scored (46.7%). The psychological and emotional skills scored (41.8%). The study recommended the necessity of reviewing developing curricula for high school communication skills, especially those related to social communication skills, and psychological and emotional skills.

Al-Batash (2014) conducted a study aimed at identifying the extent to which all Islamic education textbooks in eighth, ninth and tenth grades included life skills. The study developed an analysis tool based on four areas; time management skill, decision-making skill and problem solving, self-treatment skills and dialogue skills. The study resulted in a list of life skills proposed to be incorporated Islamic education textbooks for the upper elementary stage, which included (20) life skills. The total number of frequencies were (156), most of them for the dimensions of decision-making and problem solving and few of them came for the dimension of dialogue skills.

Gomes & Marques (2013) conducted a study in the USA aimed at identifying life skills in educational content and measuring the impact of the intervention program through a training program in students' acquisition of life skills such as life satisfaction, orientation in life, and expectations about achievement. The researchers built a scale to measure the effect of the training program on the life skills of students. Students were divided into two groups: an experimental group (41 students) and a control group (43 students). The results of the study showed that the students of the experimental group had more advanced experiences with regard to life skills, greater satisfaction with life, and were more motivated towards optimism. Their expectations about academic achievement are higher compared to the control group. The study recommended the need to provide life skills training within the educational content.

From the previous presentation of previous studies, it is clear that there is a diversity and difference in tackling life skills and their incorporation in the school curricula. There is also a diversity in the methodology used in previous studies. The introduction of new concepts to the Sharia courses helps to develop the life skills among learners, which has already been in practice recently. The researcher observed such a trend in the attempt of many studies and research to investigate those concepts and these daily issues. It has been observed that different studies tackled different topics such as human rights in Islam, reproductive health, women's rights, the values of national belonging, contemporary jurisprudence issues and life and social problems.

Stafford & et.al (2003) emphasized the necessity of not just leaving students' life skills development to chance, traditional or unplanned methods, but rather to planned development and the

usage of learner-centered strategies, which make their participation effective in the educational process. Therefore, it was necessary for the Sharia science courses to include these skills to contribute in instilling them among students. Therefore, the researcher developed the methodology of the current study after reviewing the literature and used these previous studies to identify the life skills that should be incorporated in three upper grades of the elementary stage in Saudi Arabia, in terms of building a list of life skills.

3. Research methodology

This section provides information on the methodology of the present study, which includes population and sample, research instrument, and validity and reliability of the instrument.

3.1. Population and sample

The population of the study consisted of the entire content of the textbook (Students and Activities' Books) for Sharia Sciences in the three upper grades of the elementary stage, in its edition of 1439/1440 Hijri. The study sample consisted of all of the same population, which was the content of all Sharia sciences courses taught for the three upper elementary grades (Jurisprudence and Behavior, Hadith).

3.2 Research instrument

The study tool was represented in a list of life skills that contain (35 skills) and which the researcher relied on the following steps while preparing and developing the list:

1. Surveying and identifying the life skills mentioned in the books and previous educational studies that dealt with life skills in general and Sharia studies in particular in order to find out the life skills that are included in the Sharia sciences courses.
2. The researcher formulated (49) skills distributed in five main areas, most of which were mentioned in previous studies that dealt with the topic of life skills.
3. After reviewing the list and presenting it to the judges, the researcher reached a number of observations that affected the tool, such as the following:
 - Deleting (8) phrases that do not correspond to the content of Sharia sciences courses, and deleting (6) skills that do not correspond to the age category, such as skills that require complicated thinking processes. The final list was reduced to (35) skills.

3.3 Validity and reliability

In order to ensure the validity of the list, it was presented to (11) judges specialize in Sharia, Sharia teaching methods, general curricula, teachers and supervisors of Sharia sciences. They reviewed the list in terms of its relevancy to the field, the accuracy of correlation to the field and its suitability to the elementary stage. The judges have concluded a number of observations related to deleting some items, adding other items, and merging some phrases similar in meaning. In light of their comments, the list was obtained in its final form, which included (35) life skills. The instrument was approved after the amendment in the light of the validation results, then the analysis card was designed in its final form, and it was approved in its five dimensions as a tool for analyzing the textbooks.

The instrument's stability was measured by using Cooper's Formula:

Inter-rater agreement= (numbers of agreement / numbers of agreement + numbers of disagreement)*100

Table (1) shows the inter-rater agreement for each grade and for the total.

Table 1.
Inter-rater agreement for each grade and for the total

Dimension	Fourth grade		Fifth grade		Sixth grade		inter-rater agreement for each dimension as a whole for each grade
	Jurisprudence	Hadith	Jurisprudence	Hadith	Jurisprudence	Hadith	
Time management	77.42	96.1	75.0	76.47	86.11	90	94.11
Decision-making and problem solving	92.9	97.8	94.54	92.77	97.7	90.7	94.06
Social communication	96.5	92.3	95.96	92.48	99.04	97.81	99.43
Personal skills	90.5	97.56	81.7	95.85	95.91	93.41	99.04
Higher thinking	97.1	90.69	95.72	90.57	81.15	97.6	96.5
inter-rater agreement for the instrument as a whole in each grade	97.23	99.74	98.71	95.26	97.56	95.1	98.83

Table (1) shows that the values of the inter-rater agreement was high and appropriate for the instrument as a whole for each grade, where these values were (0.77-0.97). The total inter-rater agreement was (0.98), which means it was high for the used instrument. The inter-rater agreement for each dimension and for each grade was (0.94-0.99), which means that there is reliability for the instrument to be used to analyze each dimension.

4. Findings and discussion

4.1 Results related to the first research question

What is the extent of inclusion, distribution and balance of life skills in the Sharia sciences textbooks (jurisprudence and behavior, hadith) in the fourth grade of the elementary stage?

To answer this question, the observed frequencies of the dimensions of life skills were matched to their expected frequencies, percentages, and the standard remainder in the Hadith and jurisprudence textbooks for the fourth grade as shown in tables (2) and (3).

Table 2.

Results of Chi-squared test for the conformity of observed frequencies of the dimensions of life skills with their expected frequencies, percentages and the standard remainder in the fourth grade's Hadith book

Dimension	Observed frequencies	Percentage	Expected frequencies	Remainder	Standard remainder
Time management	49	% 6.3		106.4-	8.54-
Decision-making and problem solving	94	% 12.1	155.4	61.4-	4.92-
Social communication	228	%29.34		72.6	5.82

Personal skills	328	%42.21	172.6	13.85
Higher thinking	78	%10.04	77.4-	6.21-
Total	777	%100		

Chi-squared for conformity= 361.28 degree of freedom= 4 significant at ($\alpha=0.01$)

Table (2) shows that Chi-squared value was significant at ($\alpha=0.01$), which means that there is no conformity between the observed frequencies and expected frequencies for the dimensions in fourth grade's Hadith textbook. Therefore, the distribution of dimensions of life skills in this textbook indicate unbalanced and unequal distribution. Table (2) also shows that personal skills were incorporated in the fourth grade's Hadith textbook with a higher percentage (42.21%) more than other dimensions and with a significant difference. The other dimensions (time management, decision-making and problem solving, social communication, and higher-order thinking skills) were incorporated with a low percentage.

Table 3.

Results of Chi-squared test for the conformity of observed frequencies of the dimensions of life skills with their expected frequencies, percentages and the standard remainder in the fourth grade's Jurisprudence book

Dimension	Observed frequencies	Percentage	Expected frequencies	Remainder	Standard remainder
Time management	31	%5.1		91.6-	8.27-
Decision-making and problem solving	99	%16.2	122.6	23.6-	2.13-
Social communication	275	%44.9		152.4	13.73
Personal skills	105	%17.1		17.6-	1.59-
Higher thinking	103	%16.8		19.6-	1.77-
Total	613	%100			

Chi-squared for conformity= 268.081 degree of freedom= 4 significant at ($\alpha=0.01$)

Table (3) shows that Chi-squared value was significant at ($\alpha=0.01$), which means that there is no conformity between the observed frequencies and expected frequencies for the dimensions in fourth grade's Jurisprudence textbook. Therefore, the distribution of dimensions of life skills in this textbook indicate unbalanced and unequal distribution. Table (3) also shows that social communication skills were incorporated in the fourth grade's Jurisprudence textbook with a higher percentage (44.9%) more than other dimensions and with a significant difference (a positive value more than 2). The other dimensions (time management, decision-making and problem solving, personal skills, and higher-order thinking skills) were incorporated with a low percentage (a minus value more than -2). The personal skills and higher thinking skills came with an approximately appropriate standard remainder value, ranging within the accepted value (from 2 to -2).

4.1.1 First question's results discussion

From the results related to Hadith and Jurisprudence courses, we notice that the dimensions of life skills were distributed in an unbalanced manner. Personal skills were incorporated higher in Hadith's textbook than other dimensions of life skills and more than expected while the social communication skills were the less incorporated in Jurisprudence textbook more than expected. Other dimensions of life skills were incorporated with lower percentages and less than expected, except for personal skills and higher thinking skills, which were incorporated in the fourth grade's Jurisprudence textbook in an adequate manner. Therefore, there is insufficiency in incorporating life skills dimensions in the fourth grade's Hadith and Jurisprudence textbooks. This result agrees with Al-Qahiz (2018), which showed lower rates of incorporation of life skills, and especially time management, in the contents of Sharia courses.

4.2 Results related to the second question

What is the extent of inclusion, distribution and balance of life skills in the Sharia sciences textbooks (jurisprudence and behavior, hadith) in the fifth grade of the elementary stage?

To answer this question, the observed frequencies of the dimensions of life skills were matched to their expected frequencies, percentages, and the standard remainder in the Hadith and jurisprudence textbooks for the fifth grade as shown in tables (4) and (5).

Table 4.

Results of Chi-squared test for the conformity of observed frequencies of the dimensions of life skills with their expected frequencies, percentages and the standard remainder in the fifth grade's Hadith book

Dimension	Observed frequencies	Percentage	Expected frequencies	Remainder	Standard remainder
Time management	85	%10.1	169	84-	6.46-
Decision-making and problem solving	77	%9.1		92-	7.07-
Social communication	346	%40.9		177	13.61
Personal skills	231	%27.3		62	4.76
Higher thinking	106	%12.5		63-	4.84-
Total	845	%100			

Chi-squared for conformity= 323.44 degree of freedom= 4 significant at ($\alpha=0.01$)

Table (4) shows that Chi-squared value was significant at ($\alpha=0.01$), which means that there is no conformity between the observed frequencies and expected frequencies for the dimensions in fifth grade's Hadith textbook. Therefore, the distribution of dimensions of life skills in this textbook indicate unbalanced and unequal distribution. Table (4) also shows that personal skills were incorporated in the fifth grade's Hadith textbook with a higher percentage (40.9%) more than other dimensions and with a significant difference according to the standard remainder value (a positive value more than 2). The other dimensions (time management, decision-making and problem solving, and higher-order thinking skills) were incorporated with a low percentage while the personal skills dimension was incorporated in an adequate manner (27.3%).

Table 5.

Results of Chi-squared test for the conformity of observed frequencies of the dimensions of life skills with their expected frequencies, percentages and the standard remainder in the fifth grade's Jurisprudence book

Dimension	Observed frequencies	Percentage	Expected frequencies	Remainder	Standard remainder
Time management	30	%4.3	138.2	108.2-	9.2-
Decision-making and problem solving	110	%15.9		28.2-	2.39-
Social communication	372	%53.8		233.8	19.88
Personal skills	67	%9.7		71.2-	6.05-
Higher thinking	112	%16.2		26.2-	2.22-
Total	691	%100			

Chi-squared for conformity= 527.64 degree of freedom= 4 significant at ($\alpha=0.01$)

Table (5) shows that Chi-squared value was significant at ($\alpha=0.01$), which means that there is no conformity between the observed frequencies and expected frequencies for the dimensions in fifth grade's Jurisprudence textbook. Therefore, the distribution of dimensions of life skills in this textbook

indicate unbalanced and unequal distribution. Table (5) also shows that social communication skills were incorporated in the fifth grade's Jurisprudence textbook with a higher percentage (53.8%) more than other dimensions and with a significant difference according to the standard remainder value (a positive value more than 2). The other dimensions (time management, decision-making and problem solving, personal skills and higher-order thinking skills) were incorporated with a low percentage and with a significant difference while the time management dimension was incorporated the least in this textbook with a percentage of (27.3%).

4.2.1 Second question's results discussion

From the results related to the fifth grade's Hadith and Jurisprudence courses, we notice that the dimensions of life skills were distributed in an unbalanced manner. The social communication skills came with a higher percentage of incorporation than other dimensions. The other dimensions were incorporated less than expected, except for the personal skills, which came with an adequate percentage of (27.3%). This result is normal in relation to Hadith courses, as they focus on the student's pride in his Islamic identity. This objective is in line with some of the objectives of teaching Hadith in the elementary stage, including "refining the student's behavior and morals and accustoming him to adhere to the ethics and morals of Islam" (Ministry of Education, 1428 H). These results agree with Al-Balawi (2011), which showed an incorporation of social skills in the courses of Islamic education in Palestine. On the other hand, the results disagree with Al-Btoush (2014) in showing that there is insufficiency in including dialogue and social skills in the Islamic education courses in Jordan, which is due to the differences in education policies in each country.

4.3. Results related to the third question

What is the extent of inclusion, distribution and balance of life skills in the Sharia sciences textbooks (jurisprudence and behavior, hadith) in the sixth grade of the elementary stage?

To answer this question, the observed frequencies of the dimensions of life skills were matched to their expected frequencies, percentages, and the standard remainder in the Hadith and jurisprudence textbooks for the sixth grade as shown in tables (6) and (7).

Table 6.

Results of Chi-squared test for the conformity of observed frequencies of the dimensions of life skills with their expected frequencies, percentages and the standard remainder in the sixth grade's Hadith book

Dimension	Observed frequencies	Percentage	Expected frequencies	Remainder	Standard remainder
Time management	80	%10.9		66.4-	5.48-
Decision-making and problem solving	86	%11.7	146.4	60.4-	4.99-
Social communication	274	%37.4		127.6	10.29
Personal skills	167	%22.8		20.6	1.7
Higher thinking	125	%17.1		21.4-	1.77-
Total	732	100			

Chi-squared for conformity=172.27 degree of freedom= 4 significant at ($\alpha=0.01$)

Table (6) shows that Chi-squared value was significant at ($\alpha=0.01$), which means that there is no conformity between the observed frequencies and expected frequencies for the dimensions of life skills in sixth grade's Hadith textbook. Therefore, the distribution of dimensions of life skills in this textbook indicate unbalanced and unequal distribution. Table (6) also shows that social communication skills were incorporated in the sixth grade's Hadith textbook with a higher percentage (37.4%) more than other dimensions and with a significant difference according to the standard remainder value (a positive value more than 2). Both, time management and decision-making and problem solving were incorporated lower than expected and with a significant difference while the personal skills and higher-

order thinking skills were incorporated adequately, as their standard remainder was within the accepted range (from 2 to -2).

Table 7.

Results of Chi-squared test for the conformity of observed frequencies of the dimensions of life skills with their expected frequencies, percentages and the standard remainder in the sixth grade's Jurisprudence book

Dimension	Observed frequencies	Percentage	Expected frequencies	Remainder	Standard remainder
Time management	31	%2.9		185.6-	12.6-
Decision-making and problem solving	174	%16.1	216.6	42.6-	2.89-
Social communication	619	%57.2		402.4	27.33
Personal skills	147	%13.6		69.6-	4.72-
Higher thinking	112	%10.3		104.6-	7.1-
Total	1083	%100			

Chi-squared for conformity=987.87 degree of freedom= 4 significant at ($\alpha=0.01$)

Table (7) shows that Chi-squared value was significant at ($\alpha=0.01$), which means that there is no conformity between the observed frequencies and expected frequencies for the dimensions of life skills in sixth grade's Jurisprudence textbook. Therefore, the distribution of dimensions of life skills in this textbook indicate unbalanced and unequal distribution. Table (6) also shows that social communication skills were incorporated in the sixth grade's Jurisprudence textbook with a higher percentage (57.2%) more than other dimensions and with a significant difference according to the standard remainder value (a positive value more than 2). The dimensions of time management, decision-making and personal skills were incorporated lower than expected and with a significant difference. Time management skills were the least incorporated in the sixth grade's Jurisprudence textbook, with a percentage of (2.9%).

4.3.1 Third question's results discussion

From the results related to the sixth grade's Hadith and Jurisprudence courses, we notice that the dimensions of life skills were distributed in an unbalanced manner. The social skills dimension was incorporated the highest in both textbooks more than expected. The rest of the dimensions of life skills were incorporated lower than expected, except for personal skills and higher-order thinking skills, which were incorporated adequately. This result agrees with Jalal (2016), which indicated a weak incorporation of life skills in Hadith and Jurisprudence courses in Yemen.

From the above discussion of each question, we conclude that following general results related to the main aim of this study:

1. The dimensions of life skills were incorporated in an unbalanced manner Sharia sciences courses (hadith, jurisprudence) for the three upper grades of the elementary stage.
2. Social communication skills was incorporated with the highest percentage of what is expected in the Sharia sciences courses (hadith, jurisprudence) for the three upper grades of the elementary stage.
3. The rest of the life skills dimensions were incorporated generally with a percentage less than expected and time management was often one of the least inclusive areas, which requires a review of the redistribution and incorporation of life skills in hadith and jurisprudence courses for the three upper grades of the elementary stage to have a balanced distribution.

These general results agree with Al-Qahiz (2018), which indicated an insufficiency of the incorporation of life skills related to time management in Sharia courses content for the third intermediate grade in general. The results also agrees with Al-Balaw (2012) and Al-Muzein (2010), which showed the incorporation of social communication skills in Islamic education courses for the secondary

stage. The study partially agrees with Saymeh (2010) and Said (2003), which indicated that life skills percentage in Islamic education curricula was (31.9%).

5. Conclusion and recommendations

The objective of this study was to identify the extent of incorporation of life skills in the Sharia Sciences courses in Saudi Arabia. Life skills are very important components in new curricula and educators may rely on them to help students in gaining life skills. The results of the study confirmed that the Sharia sciences curricula in the three upper elementary grades included all life skills and none of them were neglected. However, these skills were distributed in an unbalanced and unequal manner and the focus was on social communication skills while other life skills of importance and in particular time management skills were neglected. These results suggest different implications. Curricula designers in Saudi Arabia pay less attention to the fair distribution of life skills in Sharia Sciences courses, which could be due to the poor coordination between them, teachers, and parents who would identify the needs of students better. The continuous change in modern teaching methodologies and techniques require a continuous change in the content of courses taught to elementary and other stages. Moreover, life skills, if incorporated correctly, could promote students' well-being in Saudi Arabia by providing them with skills that would shield them against daily challenges.

The results of the present study are of great importance to Saudi Ministry of Education and curricula developers to pay attention to these issues. Therefore, based on the results, the study recommends the following:

- Using the instrument of this study to analyze the content of Sharia sciences textbooks in other classes and stages to investigate the incorporation of life skills in their contents.

- The need for the Ministry of Education to prepare a life skills document because of their importance in the twenty-first century.

- Reconsidering developing Sharia sciences curricula for the elementary stage in the light of life skills and achieving the principle of balance for the included skills.

- Inviting Sharia science teachers and educational supervisors at the elementary stage to focus on life skills during the learning and teaching processes.

- Holding induction seminars and conferences on the importance of life skills in Sharia science courses at various educational levels, and searching for ways and methods for the mechanism of implementing life skills and teaching them through these courses.

- Conducting a study aimed at evaluating Sharia sciences courses in the light of life skills and the extent to which elementary school students have acquired them.

Acknowledgments

The authors would like to express their gratitude to King Khalid University, Saudi Arabia, for providing administrative and technical support.

References

- Ahmed, ImanShaban. (2016). Social support and its impact on developing life skills for families of people with special needs, *Reading and Knowledge Journal*, (179): 25.
- Al-Agha, Hamdan Youssef. (2012). Effectiveness of employing Seven E.s Structural Strategy in developing life skills in the Palestinian science subject for fifth-graders, unpublished Master Thesis, College of Education, Al-Azhar University - Gaza, Palestine.
- Al-Balawi, Bilal Nasr. (2011). Social skills in Islamic education books for secondary stage and the extent of students' acquisition of them. Unpublished Master Thesis, College of Education, Islamic University, Gaza.
- Al-Batoush, Ziad Abdul-Latif Abdul-Qadir. (2014). "The extent to which Islamic education books in the upper basic stage in Jordan include life skills." *Education Journal for Educational, Psychological and Social Research*, No. 158(2) 873- 892.
- Albertyn, R. M., Kapp, C. A., & Groenewald, C. J. (2001). Patterns of empowerment in individuals through the course of a life-skills programme in South Africa. *Studies in the Education of Adults*, 33(2), 180-200.

- Al-Jalal, Muhammad Ahmad. (2016). The life skills included in the two books of Islamic Education (Jurisprudence - Hadith) prescribed for third graders. Al-Manhal Journal, Saudi Digital Library.
- Al-Lokani, Ahmed Hussein; And Jamal, Ali Ahmed. (2013). A glossary of educational terms defined in curricula and teaching methods. 3rd edition. Cairo: Alam Al-kutub for Publishing, Distribution and Printing.
- Al-Qahiz, AsmaaBint Muhammad. (2018). "A suggested unit in Sharia Sciences based on the integrative approach to developing some life skills associated with time management among middle school students." *Journal of Reading and Knowledge, Egypt*, p. 196: 87-130.
- Al-Sharqawi, Mahmoud Abdel-Rahman Issa. (2016). Training in social skills and raising social competence, I (1), Desouq - Corporate Street - Al Mahatta Square - next to the National Central Bank, Dar Al-Elm and Iman for Publishing and Distribution.
- Gomes, A. Rui; Marques, Brazelina. (2013). Life Skills in Educational Contexts: Testing the Effects of an Intervention Programmed. *Educational Studies*, 39 (2), 156-166. doi =10.1080/03055698.2012.689813.
- Hayek, Amnah Khalid. (2015). The reality of developing life skills: an analytical study of the content of Arabic language curricula at the secondary level. *Association of Arab Universities Journal for Education and Psychology*, (13).
- Mahmoud, Abdel RazekMukhtar. (2012). The importance of life skills for kindergarten children. *Science Magazine, Department of Curricula and Teaching Methods, Faculty of Education, 4th floor, Assiut University.*
- Mubariz, Manal Abdel-Aal, and Jihan Mahmoud Mohamed Joda. (2007). The effect of a proposed computer program to develop some life skills for students of the first stage of basic education on their social intelligence. *Educational Research - Egypt*, Vol. 6, No. 1: 242-309.
- Murtaja, Amani Awni. (2016). The life skills included in the Islamic education books for the sixth grade of basic education and the extent of students' acquisition of them. Unpublished Master Thesis, College of Education, Al-Azhar University, Gaza.
- O'Brien, C. (2010). Sustainability, Happiness and Education. *Journal of Sustainability Education*, Vol. 1, available at http://sustainablehappiness.ca/wpcontent/uploads/2012/12/Sustainability-Happ-Educ_JSE.pdf
- Puspakumara, J. (2011). Effectiveness of life-skills training program in preventing common issues among adolescents: a community based quasi experimental study (ALST). Presentation, Dept. of Psychiatry Faculty of Medicine & Allied Sciences Rajarata University of Sri Lanka.
- Radwan, Mona Jaber Mohamed. (2012). Training program for developing life skills for kindergarten children, *Riyadh College for Children Journal* (1): 92-132.
- Roodbari, Z., Sahdipoor, E., & Ghale, S. (2013). The Study of the Effect of Life Skill Training On Social Development, Emotional And Social Compatibility Among First- Grade Female High School In Neka City. *Indian Journal of Fundamental and Applied Life Sciences*, Vol. 3(3), 382-390. Retrieved from <http://www.cibtech.org/jls.htm>
- Smith, E., Swisher, J., Hopkins, A., & Elek, E. (2006). Results of a 3-Year Study of Two Methods of Delivery of Life Skills Training. *Health Education & Behavior*, 33(3), 325-339. <http://dx.doi.org/10.1177/1090198105285020>
- Stafford, R., Jill, B. & Linder, R. (2003): The Effects of Service Learning on Leadership Life Skills of 4H Members. *Journal of Agricultural Education* 1(44), 10:21.
- Tuttle, J., Campbell-Heider, N., & David, T. (2006). Positive Adolescent Life Skills Training for High-Risk Teens: Results of a Group Intervention Study. *Journal of Pediatric Health Care*, 20(3), 184-191. <http://dx.doi.org/10.1016/j.pedhc.2005.10.011>
- Vranda, M., & Rao, M. (2011). Life Skills Education for Young Adolescents and Indian Experience. *Journal of The Indian Academy of Applied Psychology*, 37(Special Issue), 9-15. Retrieved from <http://repository.um.edu.my/18138/1/jiaap%20halim%20santosh%202011.pdf>
- Wick ,B, Benjamin, A(0111): The road to employability throw personal: A critical of silences and Ambiguities of British Colombia Canada) Life skills, *International Journal of lifelong education*, v05. www.eric.ed.gov.

Wiedemann N. (Ed.), (2013). Life Skills – Skills for Life: A handbook, International Federation of Red Cross and Red Crescent Societies, Reference Centre for Psychosocial Support, Copenhagen Denmark.