

# The Degree of Availability of Quality-of-Life Domains in Third-Grade Textbooks in the Kingdom of Saudi Arabia

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## Abstract

The main purpose of this study is to reveal the degree of availability of quality-of-life domains in third-grade textbooks in the Kingdom of Saudi Arabia, and monitoring indicators of quality-of-life domains. In order to achieve the purpose of the study, it has been used the descriptive method through content analysis method, and it has been prepared a list of indicators of quality-of-life domains. The study sample consisted of all the textbooks of the third-grade of primary school for the three semesters of the academic year 1444-1445 Hijri, which amounted to (21) textbooks. The study showed the following results: The frequencies of quality-of-life domains in the third-grade textbooks for all domains amounted to (37602) frequencies, and they classified as following:

In the first rank: domain of quality of academic life reaching (27,248) frequencies, with a percentage of (72.46%), while the domain of quality of environmental life came in second rank, reaching (4902) frequencies, with a percentage of (13.04%), in the third rank came the domain of quality of family and social relationships, with a frequency of (2008) with percentage of (5.34%), in the fourth rank came the domain of quality of healthy life with (1372) frequencies, and with percentage of (3.65%), in the fifth rank was the domain of quality of spiritual life with (957) frequencies and percentage of (2.55%), in the sixth rank came the domain of quality of independence life that reached to (873) frequencies and percentage of (2,32%), and in the last rank was the domain of quality-of-life psychological that reached to (873242) frequencies and percentage of (0.64%). In conclusion, the study recommended the necessity of incorporation the quality-of-life domains in content of third-grade textbooks in the Kingdom of Saudi Arabia which contributes to raising students' awareness in the quality-of-life domains.

**Keywords:** quality of academic life, quality of environmental life, quality of spiritual life, quality of healthy life, quality of social and family relationships, quality of independence life, quality of psychological life.

## 1. Introduction

The quality of education in any society is measured by the acquisition of academic knowledge and by the extent to which it fosters holistic development, including the cultivation of values and life skills that contribute to an individual's overall quality-of-life. In this context, the availability of quality-of-life domains in educational materials and curricula is crucial, especially at the primary education level. Primary school education serves as a foundational stage where students acquire essential literacy and numeracy skills and an understanding of the societal values, including cultural and religious dimensions (Gökçe, 2021; Pulimeno, Piscitelli, Colazzo, Colao, & Miani, 2020). These formative years, from ages six to 12, set the foundation for a student's educational and personal development, making the content of textbooks vital. In the Kingdom of Saudi Arabia, the primary curriculum is imbued with Islamic education, emphasizing Arabic culture and general studies and science (Omar, 2020). In this context, this paper explores how quality-of-life domains are integrated into the educational materials used in third-grade curriculum. The study is motivated by the recognition that textbooks play a fundamental role in shaping students' perceptions of the world and their well-being.

To date, limited research has probed the extent to which quality-of-life domains are represented in primary school textbooks in Saudi Arabia. This study seeks to bridge this gap by conducting a comprehensive analysis of the content and structure of third-grade textbooks to examine the degree to which quality-of-life domains are integrated into third-grade textbooks in the Kingdom of Saudi Arabia. Quality-of-life is a multifaceted concept encompassing various dimensions, including quality of academic life, quality of environmental life, quality of spiritual life, quality of healthy life, quality of social and family relationships, quality of independence life, and quality of psychological life. (Estoque et al., 2018). These dimensions collectively shape an individual's overall well-being, and primary education plays a pivotal role in introducing these concepts to young learners. While primary education is essential for imparting foundational knowledge and skills, it should also serve as a platform for nurturing responsible and well-rounded citizens (Waldron & Oberman, 2016). Additionally, recognizing the profound influence of textbooks on the next generation of Saudi citizens, this research sought to catalyze potential curriculum development and enhancements by providing comprehensive insights into the curriculum's strengths and weaknesses.

## 2. Literature Review

The Saudi Arabian primary education system is deeply rooted in Islamic education and Arabic culture, offering a comprehensive curriculum encompassing various subjects. Islamic education, Arabic language, and cultural values are essential to the curriculum, emphasizing the importance of religious studies, Arabic language skills, and cultural awareness from an early age (Omar, 2020). Besides Islamic education, third-grade curriculum spans various subjects, including mathematics, science, social studies, English/Language arts, art, and physical education. While these subjects are crucial for academic development, assessing the degree to which they incorporate domains related to the quality of life is equally important.

Several studies have highlighted incorporating vital elements in the Saudi primary education system. A study by Aldahmash and Almutairi (2023) investigated the incorporation of health education domains in science textbooks used in teaching at the intermediate level of education in Saudi Arabia. The findings indicated that health education was insufficiently incorporated in the third intermediate-grade science textbooks, with inclusion rates of 5.0% to 1.3%. The research also revealed that the third-grade science textbooks in Saudi Arabia exhibited the least inclusion of health education domains compared to the first and second grades. These findings highlight the need for reform in science textbooks to provide students with essential health education requirements, enabling them to protect themselves from prevalent diseases.

globally and promote long-term well-being. In this context, integrating health education into science textbooks is essential to warrant the future generations' health sustainability.

Al- Hawar's study (2016) aimed to reveal the degree of availability of family education concepts in the textbooks of the first three grades in Irbid Governorate. Using the content analysis method, the study sample consisted of textbooks of Islamic education and social and national education for the first three grades. The results showed that the Islamic education textbooks for the first three grades (first, second, and third) were more developed for the concepts of family education, while the social and national education textbooks were less in terms of its role in developing the concepts of family education. In addition, the study by Ben Ramadan (2017) aimed to reveal the mutual relationship between the quality of family life and the social and psychological health of the family and the extent to which each is influenced by the other, according to the analysis of the psychologist Socio, through systematic research and investigation into how to apply the dimensions and principles of quality in the family's daily behavior. The study revealed the role of attention to social and psychological health in achieving quality of family life.

Abu Azzam's (2018) study aimed to determine the degree of availability of health education concepts in textbooks prescribed for the first grade of primary school from the point of view of teachers in Jerash Governorate, Jordan. Using the descriptive approach, the study sample was (126) male and female teachers. Data was collected using a questionnaire consisting of (48) items, distributed into (7) domains. The results showed that the degree of availability of concepts was average in general, with an arithmetic average of (3.81). As for the domains, the domains of health education and personal hygiene came in at a high degree. As for the rest of the domains, the degree of availability of their concepts was moderate. In light of the results, the study recommended the importance of increasing attention to the availability of health education concepts in first grade textbooks due to its importance in the lives of learners.

Al- Shareef's study (2018) aimed to identify the degree to which environmental concepts are included in the content of social and national education curriculum in the fifth and sixth grades of primary school in the Kingdom of Saudi Arabia. The study population consisted of all social and national studies textbooks in fifth and sixth grades, in addition to activity books, which numbered (8). To answer the study's questions, the researcher built a list of (50) environmental concepts that needed to be included in social and national studies textbooks at the primary level. Based on this list, the content of social and national studies textbooks was analyzed. The study revealed a lack of environmental concepts in the content of social and national studies textbooks in the fifth grade, at a rate of (36%), in addition to a lack of environmental concepts in the content of the social and national studies textbooks in the sixth grade, at a rate of (34%).

Study of Jannad and Hussein (2020) was aimed to identify the degree of availability of environmental educational concepts in the mathematics textbook for the first grade in the Syrian Arab Republic for the academic year 2019/2020 by using the descriptive approach in a manner of content analysis. The results of the study concluded that the mathematics textbook for the first grade focused on the dimension of vital environmental resources and overwhelmed the rest of dimensions.

The study by Yousfi and Arousi, (2018) aimed to find out the role that spiritual leadership plays in improving the quality of academic life from the point of view of a faculty member at the Faculty of Economics - University of M'Sila in Algeria. Using the descriptive approach and the questionnaire as a tool for the study, the questionnaire was applied to a random sample of (30) faculty members. The results showed an average percentage of the level of application of the dimensions of spiritual leadership in the college from perspective of a member of faculty at rate (64.6%), and the existence of a statistically significant correlation between the level of application of spiritual leadership and improving the quality of academic life.

Study of Abu Hussein and Youssef (2023); Aimed to investigate the inclusion degree of health education concepts in science textbooks from first to eighth grade for the two semesters (the first semester and the second semester), in Jordan by using the content analysis method. The researcher suggested a list of concepts that should be included in the content of the concerned textbooks, which have been divided into the following domains:(personal health, nutritional health, environmental health, use of medicines and harmful materials, safety, accidents prevention, human body health, community health, and disease control and prevention). The results of the study showed that the number of health concepts included in science textbooks reached to (24), it is distributed as follows:(domain of human body health occupied the highest percentages at rate of (50.7%), followed by the domain of environmental health at rate of (11.4%), then the domain of personal health and the domain of nutritional health at rate of (11%), then comes the domain of safety and accident prevention (9.5%),then comes the domain of drugs using and harmful substances in rate of (3.5%), in the last rank the domain of disease control and prevention at rate of (2.9%). The concepts of community health didn't mention in any frequency.

Study of Al Shamarani and Al Otaibi (2023); It aimed to reveal the role of improving the quality of family life in Saudi society from the point of view of the Saudi family, revealing the human role in improving the psychological status and strengthening family ties, as well as revealing the role of entertainment in improving physical health. By using the social survey method through the sample which consisted of (405) Saudi families from the study community in the city of Al-Khobar. The study concluded that the study sample members agreed on the role of entertainment in improving the quality of family life in Saudi society, as the study sample members agreed on the role of entertainment in strengthening family ties as one of the indicators of quality of life in first place, while the role of entertainment in improving the psychological state as one of the indicators of quality of life came in second place.

Eid's study (2023) aimed to study the relationship between academic quality of life and psychological security, and to identify the prevalence rate of academic quality of life among university students. The sample was 124 male and female university students in the Kingdom of Saudi Arabia, including academically outstanding and non- outstanding students. The academic quality of life and psychological security scales were used, and the results showed a significant positive correlation between academic quality of life and psychological security among university students. There were also statistically significant differences between the average scores of academically outstanding and non- outstanding university students in academic quality of life and psychological security in favor of academically outstanding students.

The current literature highlights the gap in our understanding of how will the Saudi curriculum address various dimensions of quality-of-life. While there is a focus on Islamic education, Arabic culture, general studies, and science, it remains uncertain to what extent these educational materials comprehensively encompass quality-of-life domains. The limited research indicates that certain aspects of quality-of-life, including health education and ecological knowledge, may be inadequately addressed in specific subject areas and textbooks. For instance, findings suggest that health education is underrepresented in science textbooks, and there is room for improvement in integrating digital citizenship and critical thinking elements within the curriculum. The literature also emphasized the importance of environmental education, emphasizing the need for increased ecological content in English language teaching textbooks to promote awareness and positive attitudes toward environmental issues. However, it is still unclear to which extent these findings can be generalized to a broader quality-of-life domains.

Additionally, there is a need for more profound research in the representation of quality-of-life domains in the Saudi third-grade curriculum. Such research should aim to provide a comprehensive analysis of how different dimensions of quality of life, including physical health, happiness, security, healthy mental, social relationships, cultural awareness, economic understanding, and environmental sustainability, are addressed

in educational materials. The aspects of this research can help us understanding the strengths and weaknesses of the curriculum and develop evidence-based recommendations for curriculum enhancements to prepare students better for the 21st century's challenges.

The main question:

What is the degree of availability of quality-of-life domains in third-grade textbooks in the Kingdom of Saudi Arabia?

It is divided into the following sub-questions:

- 1- What is the degree of availability of indicators of quality of academic life in third-grade textbooks in the Kingdom of Saudi Arabia?
- 2- What is the degree of availability of indicators of quality of environmental life in third-grade textbooks in the Kingdom of Saudi Arabia?
- 3- What is the degree of availability of indicators of quality of spiritual life in third-grade textbooks in the Kingdom of Saudi Arabia?
- 4- What is the degree of availability of indicators of quality of healthy life in third-grade textbooks in the Kingdom of Saudi Arabia?
- 5- What is the degree of availability of indicators of quality of family and social relationships in third-grade textbooks in the Kingdom of Saudi Arabia?
- 6- What is the degree of availability of indicators of quality of independence life in third-grade textbooks in the Kingdom of Saudi Arabia?
- 7- What is the degree of availability of quality of indicators of psychological life in third-grade textbooks in the Kingdom of Saudi Arabia?

### **3. Purposes of study:**

The current study seeks to reveal the following:

- 1- The degree of availability of indicators of quality of academic life in third-grade textbooks in the Kingdom of Saudi Arabia.
- 2- The degree of availability of indicators of quality of environmental life in third-grade textbooks in the Kingdom of Saudi Arabia.
- 3- The degree of availability of indicators of quality of spiritual life in third-grade textbooks in the Kingdom of Saudi Arabia.
- 4- The degree of availability of indicators of quality of healthy life in third-grade textbooks in the Kingdom of Saudi Arabia.
- 5- The degree of availability of indicators of quality of social and family relationships life in third-grade textbooks in the Kingdom of Saudi Arabia.
- 6- The degree of availability of indicators of quality of independence life in third-grade textbooks in the Kingdom of Saudi Arabia.

7- The degree of availability of indicators of quality of psychological life in third-grade textbooks in the Kingdom of Saudi Arabia.

#### The importance of study

It is crucial to examine the content of Saudi Arabia's third-grade primary school textbooks in order to support curriculum designers in creating curricula and guaranteeing that they address quality of life topics. Researchers may be able to undertake more research on different curricula and grades as a result of the current study.

#### Limits of study

The study was limited to a specific group of quality-of-life domains, for example, (quality of academic life, quality of spiritual life, quality of environmental life, quality of healthy life, quality of family and social relationships, quality of independence life, quality of psychological life). The study was also limited to third-grade primary school books in the Kingdom of Saudi Arabia during the second semester of the academic year 1444-1445 H.

#### Terms of study

##### Quality of academic life:

Is the contentment feelings of the students and ability to satisfy their academic desires that resulting of their implementation to series of procedures which enable them to achieve a certain level of completion, (Hassan & Al sharqawi 2016).

##### Quality of environmental life:

Providing a protection for community and nature in addition to all environmental circumstances surrounding the individual by contributing in reducing negative effects, and prevent it to occur and providing products that affect negatively on consumer, so becomes a friend of environment (Al Sarn, 2016).

##### Quality of spiritual life:

It is internal quantum status appears whenever a wide extent of feelings, vitality, standing up the life, self-confidence, self-honesty and fidelity balances inside the individual and with others, in addition to happiness and enjoyment, delight, entertainment, calmness and taking care with others. (Okasha and Saleem, 2010).

##### Quality of healthy life:

Is self-estimate for health and happiness in order to achieve the survival and it is associate with the ideal level for physical and physiological condition and social role and beliefs in regard with health, fitness, functional status and practicing personal, daily and sport activities, moreover treating physical diseases.

##### Quality of social and family life:

The degree of quality of family interactions that represented in assembling the needs, expectations, desires, inclinations and interests, including reaching to successful family interactions within family organization and satisfying its members' desires and maintains on its balances and playing its role (Rios, 2010)

##### Quality of independence life:

The ability of individual to take care of her/himself, behave solely in regard of matters of life with sense of responsibility, so that motivate her/himself to do her/his necessities alone without asking the others' assistance, therefore increases the confidence of her/himself and having ability to facing life's obstacles and its requirements (Ahmed,2018).

Quality of psychological life:

Individual’s feelings of well-being and increasing the level of contentment on her/his personal life in general and her/his continuous endeavors to achieve her/his own valuable and priceless objectives and her/his feeling to be independent in determining her/his life’s way, and her/his positive social and mutual relationships with the others (Al-Hashimi, Abd Al Rasheed, Al-Majali, 2021).

4. Methodology of study:

Method of study: To achieve the objectives of the study, the descriptive approach has been used through method of content analysis by analyzing the content of third grade textbooks in the Kingdom of Saudi Arabia in light of a list of indicators of quality-of-life domains.

Study Sample:

Represents community of study and its sample, which consists of all the approved third-grade textbooks for the academic year 1444-1445 Hijri, which in a total (21) textbooks divided into three chapters: Language Arts, Islamic studies, mathematics, education, art, life and family skills, English language, and science.

Unit of analysis: The sentence or phrase was used as a unit of analysis in this study, because it carries valuable content related to quality of life. The units of measurement that has been relied upon are the idea and the sentence together. The sentence includes a group of ideas that are analyzed based on their relationship to the quality-of-life domains.

Tool of study

To achieve the objectives of the study, it has been used a content analysis questionnaire that had been prepared in light of quality-of-life domains, they were distributed as follows: quality of academic life, quality of environmental life, quality of spiritual life, quality of healthy life, quality of family and social relationships, quality of independence life, quality of psychological life. In addition, it has been used the indicators of Quality-of-life domains that contained in the textbooks of the third grade of primary school approved in the Kingdom of Saudi Arabia for the academic year 1444-1445 Hijri. Furthermore, it has been utilized previous studies that used a content analysis method as Abu Azzam’s study (2018) which revealed the availability degree of health education concepts in the prescribed textbooks for the first basic grade, also the study of Jannad and Hussein (2020), which aimed to reveal the availability degree of environmental educational concepts in the mathematics textbook for the first grade, and abu Hussein’s study (2023), which investigated the extent of healthy education concepts that included in developed science textbooks for the basic stage in Jordan, and Abu Hussein’s study (2023), which investigated the extent of healthy education concepts that included in the developed science textbooks for the basic stage in Jordan, whereas, it includes (37) indicator falls under (7) main domains, and table (1) shows this.

Table No.1 domains and indicators of the content analysis tool for the approved third-grade textbooks of the academic year 1444-1445

Level	domain	No. of indicators
1	Quality of academic life	11
2	Quality of environmental life	11
3	Quality of healthy life	12
4	Quality of spiritual life	9
5	Quality of social and family relationships	9
6	Quality of independence life	11
7	Quality of psychological life	10
Total		73

### Validity of the tool

To verify the validity of the tool, it was presented in its initial form to (6) arbitrators specialized in the field of curricula, teaching methods, and early childhood, to take into account their comments and suggestions in terms of the importance of the paragraph, its linguistic integrity, and the extent of its belonging to the field. In light of the arbitrators' comments, the amendments were made upon which the arbitrators agreed to arrive at the final version of the tool.

### Stability of the tool

To ensure the stability of the tool, re-analysis method was used, and two researchers analyzed the third-grade textbooks for the three chapters individually, meanwhile each one of them analyzed one unit from each textbook for each subject that was chosen randomly, before initiating the final analysis of the third-grade textbooks, by following the steps below:

- Understanding the quality-of-life domains (Quality of academic life, quality of environmental life, quality of spiritual life, quality of healthy life, quality of family and social relationships, quality of independence life, quality of psychological life).
- Accurate reading of textbooks contents that have been selected
- Detecting the frequency indicators of life quality in the content of the selected school textbooks.
- Discharging analysis results to calculate stability by calculating the percentage of agreement between the two researchers' analysis as shown in table (2).

Table No. (2) Reanalysis method to calculate stability

The textbook	Unit	First analysis	Second analysis	Percentage of agreement
Language Arts: first chapter	First	141	135	95.74%
Mathematics: second chapter	Second	1381	1385	99.71%
Art education: third chapter	Third	219	223	98.21%
Total				98.34%

Table No. (2) shows that stability coefficient of the tool's ranges between (95.74%\_ 99.71%), this means the overall stability coefficient of the tool reached (98.34%), this indicates to the tool's validity for application.

### Statistical methods:

The current study used:

- Holsti's equation to calculate the stability of the analysis tool.
- Frequencies and percentages for detecting the degree of availability of quality-of-life domains in the textbooks of the third grade in the Kingdom of Saudi Arabia.

### Explaining and discussing the results

Viewing and discussing the main question that stipulates:

What is the availability degree of life quality domains in third-grade textbooks in the kingdom of Saudi Arabia?

To answer this question, the frequencies and percentages of quality-of-life domains that mentioned in third-grade textbooks in the Kingdom of Saudi Arabia have been used. Table (3) shows this.



Table No. (3) the frequencies and percentages of quality-of-life domains that mentioned in third-grade textbooks in the Kingdom of Saudi Arabia

Books  quality of life domains	Language Arts books		Islamic Studies Books		Mathematics Books		Educational Art Books		Skills of Family and Daily Life books		English Language Books		Science Books		Total	
	Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	percentage
Quality of academic life	5067	82.83	1771	60.381	10317	76.196	1406	44.55	2349	62.49	1811	59.85	4527	89.27	27248	72.46
Quality of environmental life	515	8.419	71	2.420	2481	18.32	986	31.25	680	18.09	27	0.89	142	2.81	4902	13.04
Quality of spiritual life	87	1.422	717	24.45	18	0.132	47	1.49	65	1.73	1	0.03	22	0.43	957	2.55
Quality of health life	101	1.651	32	1.091	531	3.92	55	1.74	294	7.82	150	4.96	209	4.12	1372	3.65
Quality of social and family relationships	254	4.152	226	9.069	150	1.11	343	10.87	191	5.08	806	26.64	38	0.75	2008	5.34
Quality of independence life	71	1.160	52	1.772	40	0.30	287	9.09	110	2.93	187	6.18	126	2.48	873	2.32
Quality of psychological life	22	0.359	64	1.841	3	0.02	32	1.01	70	1.86	44	1.45	7	0.14	242	0.64
Total	6117	100	2933	100	13540	100	3156	100	3759	100	3026	100	5071	100	37602	100

It's obviously from the table (3), that the frequencies number of indicators of life quality in the textbooks of the third grade in the Kingdom of Saudi Arabia reached (37602) frequencies. Whereas the classifications of quality-of-life domains were as follows: The first one comes the domains of quality of academic life,

which reached (27248) frequencies with a percentage of (72.46), in the second rank comes the domain of quality of environmental life reaching (4902) frequencies with a percentage of (13.04%), in the third rank comes domain of social and family relationships which reaching (2008) frequencies with a rate of (5.34%), then in the fourth rank comes domain of quality of healthy life reached (1372) frequencies with a percentage of (3.65), in the fifth rank comes domain of quality of spiritual life that reached (957) with a percentage of (2.55%), in the six rank comes domain of quality of independence life reaching to (873) with percentage (2.32%), in the last rank domain of quality of psychological life which comes in seventh rank, that reaching (242) with a percentage of (0.64).

The reason of obtain the domain of quality of academic life with the highest frequencies of indicators, is because that this domain contains the indicators of all educational practical components that relating to basic components for any educational system and what entails in preparing the appropriate emotional and temperamental mood for the work and completion, and learn thinking and problem-solving skills, habits, attitudes, and practicing life skills in daily behaviors. This result consistent with result of Ibn Dahman's study (2021) that mentioned that the quality of academic life contributes in achieving contentment feelings of learners and reducing negative experiences, and fulfilling a degree of faith, for learners, in their educational institution's mission, in addition to its role in enhancing learning and raising the child's academic level and motivation towards learning.

The reason in which made domain of quality of psychological life classified in the last rank and in the lowest frequencies of indicators, is because that the term of psychological life quality is of the relatively complex concepts, whereas a variety of psychological, emotional and cognitive components and factors contribute to it such as psychological happiness, emotional balance, and freedom from stress and anxiety also reflects the gap between the individual and his aspirations as the individual himself perceives in addition to the difficulty of completing this domain in the learning process due to the difficulty of measuring the indicators that shape it. This result is consistent with the result of Al-Badi's study (2023), which indicated that the quality of psychological life links to the individual's feeling and feelings of harmony with oneself and others, and it is one of the indicators that is difficult to observe and measure.

The results also showed that there is a large discrepancy in the degree of availability of quality-of-life domains in the textbooks of the third grade in the Kingdom of Saudi Arabia, the indicators frequency of life quality in mathematics textbooks reached (13,540), and in the first place. This is due to the fact that teaching mathematics is one of the basic axioms of life because its important and essential role in various domains of life, it also makes easier for learners to carry out daily activities, as well as increases their opportunity to practice methods of proper thinking such as contemplative, deductive, and inductive thinking, in addition to increasing their skills in using of problem-solving methods and its impact on cognitive and cultural development. Thus, this result is consistent with the result of the study of Jannad and Hussein (2020) which indicated to the importance of the mathematics textbooks and what is contained of simplified concepts that are appropriate for this age stage.

While the frequencies in regard with Language Arts books reached (6117) frequencies, while in regard with Art Education books reached to (3156) frequencies, in regard with books of Life and Family Skills were (3759) frequencies, in regard with English Language books were (3026) frequencies and in regard with science books were (5071) frequencies, but in regard with Islamic books were (2933) frequencies and in the last rank. This is due to the fact that Islamic studies books include: religious concepts and constants that work to consolidate the right doctrine as in the Qur'an and Sunnah in the souls of students in the educational stages, during the early educational stages. Whereas this result differs from the result of Al-Houri's study (2016) which indicated that the Islamic education book for the first three grades (first, second, and third) was more development of the concepts of family education and what relating to it, moreover Islamic education books play an important role in the lives of learners and in the educational process.

Viewing and discussing the first sub-question that stipulates:

What is the availability degree of indicators of quality of academic life in third-grade textbooks in the kingdom of Saudi Arabia?

To answer this question, the frequencies and percentages of indicators of quality of academic life that mentioned in third-grade textbooks in the Kingdom of Saudi Arabia have been used. Table (4) shows this.

Table No (4). The frequencies and percentages of indicators of the domain of quality of academic life that mentioned in third-grade textbooks in the Kingdom of Saudi Arabia.

Books	Language Arts books						Islamic Studies books						Mathematics books						Art Educational books	
	Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3		Ch.1	
Indicators	Fr e q.	%	Fr e q.	%	Fr e q.	%	Fr e q.	%	Fr e q.	%	Fr e q.	%	Fr e q.	%	Fr e q.	%	Fr e q.	%	Fr e q.	%
Thinking skills	310	27,43	540	34,68	776	32,62	246	53,13	237	31,06	162	28,22	145	36,11	1051	25,36	1002	32,00	1300	19,79
Learning and teaching	276	24,42	321	20,62	313	13,48	9	1,94	245	32,11	140	24,48	529	17,07	538	12,98	634	20,62	226	34,40
Time management	4	0,35	4	26	4	18	0	0	0	0	0	0	0	0	0	0	17	0,55	1	0,15
Improvement and achievement	0	0	0	0	0	0	0	0	0	0	0	0	5	0,16	31	0,75	24	0,78	0	0
Free time and hobbies	0	0	0	0	1	05	0	0	0	0	0	0	23	0,74	31	0,75	5	0,16	0	0
Knowledge and culture	276	24,43	355	22,80	447	18,79	188	40,60	245	32,11	140	24,48	546	17,62	538	12,98	634	20,62	226	2,20
Directions and values	0	0	0	0	0	0	1	22	3	39	37	6,47	0	0	0	0	0	0	0	34,40
Life skills applying in daily	19	1,68	0	0	0	0	10	2,16	17	2,23	3	0,52	33	1,06	17	0,41	0	0	2	0,30

behaviors																				
Science and educational improvement	5	0,44	12	77,	314	13,20	1	22,	16	2,10	14	2,45	5	0,16	22	0,53	60	1,96	6	0,91
Self-learning skills	240	21,24	325	20,87	518	21,68	8	3,04	0	0	73	12,76	813	26,23	1916	46,24	688	22,38	66	10,05
Adaptation and compatibility methods	0	0	0	0	0	0	0	0	0	0	3	0,52	0	0	0	0	10	0,33	0	0
Total	1130	105%	157	105%	2380	106%	463	106%	763	107%	572	109%	309	100%	4144	100%	3074	105%	657	100%

	Continued to Art books				Life and Family Skills books						English Language books						Science books					
Indicators	Ch.2		Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Thinking skills	110	25,88	77	23,77	1347	17,46	1088	14,08	2396	30,96	633	8,276	92	1,225	127	16,53	492	6,44	470	6,13	04	0,05
Learning and teaching	149	35,06	00	0	283	3,53	100	1,25	3247	4,16	71	0,91	30	0,39	00	0	00	0	00	0	00	0
Time management	0	0	00	0	17	2,01	71	9,11	179	2,24	127	1,65	09	0,11	158	2,01	438	5,6	00	0	00	0
Improvement and achievement	0	0	00	0	16	1,90	71	9,11	436	5,6	11	0,14	10	0,13	38	4,94	116	1,45	00	0	00	0
Free time and	0	0	00	0	00	0	00	0	00	0	175	2,26	00	0	00	0	00	0	00	0	00	0

hobbies												54										
Knowledge and culture	146	3436	230	7099	283	3353	96	2616	324	2847	0	0	235	5020	275	4358	0	0	1490	2299	0	0
Directions and values	0	0	0	0	0	0	0	0	0	0	7	187	0	0	0	0	0	0	4	006	0	0
Life skills applying in daily behaviors	0	0	6	185	21	283	0	0	0	0	7	187	0	0	8	126	33	315	0	0	0	0
Science and educational improvement	6	141	6	185	20	237	10	272	6	053	105	2793	1	019	21	333	6	057	20	033	0	0
Self-learning skills	14	329	5	154	60	711	41	117	119	1046	0	0	149	2957	182	2848	495	4732	790	1219	0	0
Adaptation and compatibility methods	0	0	0	0	0	0	0	0	3	026	0	0	0	0	0	0	5	048	1	000	0	0
Total	425	100%	324	100%	840	100%	367	100%	1138	100%	3706	100%	5040	100%	6310	100%	11327	100%	6481	100%	0	0

The table No. (4) shows that indicators of quality of academic life in the textbooks of the third-grade reached to (27248) indicators with a percentage of (72.46%), while the thinking-skills indicator came in the highest rank and reached (11327) frequencies. This is due to the fact that thinking is one of the mental activities that distinguishes humans from different creatures, as it allows learners to understand the relationships between ideas and concepts, and allows them to deal with problems in creative and critical ways. In addition to the importance of thinking skills, which is not limited to the educational process of acquiring knowledge

only, but also extends to include developing self-learning skills and the ability to adapt with changes and challenges of the future, therefore, curriculum authors were keen to integrate this skill widely into most textbooks. Whereas, indicators of methods of adaptation and compatibility were in the lowest rank with (22) frequencies. This is due to the presence of ambiguity surrounding these concepts, because it includes the psychological and personal aspects, and they differ among individuals, in addition to their differences within the same individual during different periods of time.

Viewing and discussing the second sub-question that stipulates:

What is the degree of availability of indicators of quality of academic life in third-grade textbooks in the kingdom of Saudi Arabia? To answer this question, it had been used the frequencies and percentages of indicators of environmental life that mentioned in third-grade textbooks in the Kingdom of Saudi Arabia. Table (5) shows this.

Table No. (5) The frequencies and percentages of indicators of environmental life that mentioned in third-grade textbooks in the Kingdom of Saudi Arabia.

Books	Arabic Language books						Islamic Studies books						Mathematics books						Art Educational books			
	Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2	
	F r e q.	%	F r e q.	%	F r e q.	%	F r e q.	%	F r e q.	%	F r e q.	%	F r e q.	%	F r e q.	%	F r e q.	%	F r e q.	%	F r e q.	%
Potable water	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0.36	0	0	0	0	0	0
Agricultural lands	7	16.28	1	0.88	0	0	0	0	0	0	0	0	10	21.0	10	1.21	11	0.93	0	0	0	0
Environmental home quality/perfect management	0	0	0	0	2	0.56	0	50	0	0	0	0	3	0.63	8	0.97	9	0.34	7	1.40	13	3.17
Benefit from available resources	35	81.40	10	2.50	29	82.7	7	0	15	100	32	76.19	40	82.8	65	83.3	10	0.76	45	91.42	35	87.32
Environmental resources	0	0	0	0	2	0.56	0	42.86	0	0	0	0	28	58.6	73	88.6	21	1.78	3	0.60	2	0.49

Participation in educational activities	0	0	7	6.14	13	3.63	6	0	0	0	9	21.43	9	1.89	25	3.03	18	1.53	11	2.20	5	1.22
The place in which I live	0	0	0	0	14	3.91	-	0	0	0	1	2.38	15	3.14	8	0.97	18	1.53	13	2.60	16	3.90
Climate	0	0	0	0	0	0	0	7.14	0	0	0	0	4	0.84	1	0.13	8	0.68	0	0	0	0
Neighborhood and neighbor	1	2.32	1	0.88	13	3.63	1	0	0	0	0	0	4	0.84	1	0.13	15	1.47	9	1.80	16	3.90
Pollution and noise	0	0	0	0	8	2.23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Traffic and transportation	0	0	00	0	9	2.51	0	0	0	0	0	0	2	0.42	10	1.21	9	0.34	0	0	0	0
Total	43	100	11	100	358	100	14	100	15	100	42	100	47	100	84	100	180	100	51	100	40	100

	Continu ed to Art books		Life and Family Skills books						English Language books						Science books					
Indica tors	Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3	
	Fr eq	%	Fr eq	%	Fr eq	%	Fr eq	%	Fr eq	%	Fr eq	%	Fr eq	%	Fr eq	%	Fr eq	%	Fr eq	%
Potabl e water	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Agric ultural lands	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	10.26	0	0	0	0

Environmental quality/perfect management	7	9.34	0	0	0	0	0	0	0	0	0	0	0	0	12	15.38	0	0	0	0
Benefit from available resources	31	41.33	224	98.68	202	97.57	228	92.32	7	50	0	0	9	81.82	39	50	20	83.33	20	90.90
Environmental resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Participation in educational activities	5	6.67	2	0.88	1	0.49	11	4.45	6	24.86	0	0	0	0	0	0	3	12.50	1	4.55
The place in which I live	31	41.33	1	0.44	2	0.97	7	2.83	0	0	2	100	2	18.18	7	8.97	1	4.17	1	4.55
Climate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	6.42	0	0	0	0
Neighborhood and neighbor	0	0	0	0	1	0.49	0	0	1	7.14	0	0	0	0	0	0	0	0	0	0
Pollution and noise	1	1.33	0	0	0	0	0	0	0	0	0	0	0	0	7	8.97	0	0	0	0
Traffic and transportation	0	0	0	0	0	0	1	0.40	0	0	0	0	0	0	0	0	0	0	0	0
Total	75	100	227	100	206	100	247	100	14	100	2	100	11	100	78	100	24	100	22	100

Table No. (5) shows that the indicators of quality of environmental life in third-grade books reached (4902) in a percentage of (13.04%), while the indicator of benefiting from available resources came in the first rank with (4229) frequencies. This is due to the comprehensiveness and breadth of the indicator, it includes an aggregate of external circumstances and factors that in which living organisms live and influence their vital processes, in addition to the interest of curriculum designers to achieve the goals of the Kingdom of Saudi Arabia's Vision 2030, which taking the responsibility of preserving the special and unique environmental feature of the region, and enacted the laws and mechanisms related to environmental sustainability, and preserving natural resources in accordance with the best practices and standards applied



globally. The results showed a higher percentage of vital environmental resources in the first-grade mathematics textbooks than the rest of the indicators.

While the potable water indicator came in last place and received (3) frequencies. This is attributed to the study sample textbooks, as they dealt with the topic of water in general and focused on the topic of preserving water and not wasting it, and did not focus on introducing the student to potable water. This result is consistent with the results of Al-Sharif's study (2018), which indicated the lack of environmental concepts in the content of the social and national studies curriculum in the fifth grade, in addition to the lack of environmental concepts in the content of the social and national studies curriculum in the sixth grade.

Viewing and discussing the third sub-question that stipulates:

What is the degree of availability of indicators of quality of spiritual life in third-grade textbooks in the kingdom of Saudi Arabia?

To answer this question, it had been used the frequencies and percentages of indicator of quality of spiritual life that contained in third-grade textbooks in the Kingdom of Saudi Arabia. Table (6) shows this

Table No (6). The frequencies and percentages of indicators of quality of spiritual life contained in third-grade textbooks in the Kingdom of Saudi Arabia

Indicators	Language Arts books						Islamic Studies books						Mathematics books						Art Educational books			
	Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2	
	F re q.	%	F re q.	%	F re q.	%	F re q.	%	F re q.	%	F re q.	%	F re q.	%	F re q.	%	F re q.	%	F re q.	%	F re q.	%
Ap proach of Qur 'an	1	5.88	6	22.22	5	8.14	2	8.15	2	8.15	6	11.20	1	3.33	7	7.78	4	8.00	8	4.00	1	8.00
Bio gra phy of Pro phe t	5	29.42	1	4.15	3	4.88	3	12.30	3	9.41	4	34.40	2	6.67	2	2.22	1	2.00	2	1.00	3	1.50
Mai ntai n pra yer on tim e	1	5.88	0	0	0	0	1	5.95	2	0.59	3	24.00	0	0	0	0	0	0	0	0	0	0
Fait h in the imp orta nce of life	1	5.88	6	22.22	0	0	1	0.40	4	1.18	0	0	0	0	0	0	0	0	1	5.00	0	0

Faith in the hope and future	8	47.06	0	0	3	6.98	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	5
Thoughts of individual about rights and guiltiness	1	5.88	2	7.41	0	0	0	0	7	2.06	11	8.80	0	0	0	0	0	0	0	0	0	0
Personal beliefs	0	0	0	0	0	0	0	0	0	0	4	3.20	0	0	0	0	0	0	0	0	0	0
Concepts and regional values	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Worships	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	17	100	27	100	43	100	250	100	340	100	125	100	300	100	900	100	500	100	200	100	200	100

Book s	Continue d to Art books		Life and Family Skills books						English Language books						Science books					
Indic ators	Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3	
	Fr eq .	%	Fr eq .	%	Fr eq .	%	Fr eq .	%	Fr eq .	%	Fr eq .	%	Fr eq .	%	Fr eq .	%	Fr eq .	%	Fr eq .	%
Appr oach of Qur'a n	6	85 7. 1	6	25	7	63 6. 4	16	53 3. 3	1	0	0	0	0	0	9	9 0	2	4 0	1	5 0 %

Biography of Prophet	1	142.9	8	333.3	1	9.09	9	30	0	100	0	0	0	0	0	0	0	0	0
Maintain prayer on time	0	0	1	4.17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faith in the importance of life	0	0	5	208.3	0	0	0	0	0	0	0	0	0	0	6	40	3	60	150%
Faith in the hope and future	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Thoughts of individual about rightness and guiltiness	0	0	4	166.7	3	272.7	5	166.7	0	0	0	0	0	0	0	0	0	0	0
Personal beliefs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Concepts and regional values	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Worships	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	7	100	24	100	11	100	30	100	1	100	0	0	0	0	15	100	5	100	200

Table No. (6). Shows that indicators of quality of spiritual life in the third-grade textbooks were (975) indicators with percentage (2.55%) while, the Qur'an approach indicator came in first place in a number of (711) frequencies.

This is due to the fact that the spiritual dimension is one of the most prominent factors and influences in Islamic education, and it is considered the most important pillar of education and guidance, and because it arouses emotional feelings in the soul, and it awakens in the human personality the sublime meanings derived from the verses of the Holy Qur'an. Moreover, including examples from the Holy Qur'an also contributes to help learners understanding the principles of religion and the values and provisions of Islam, and gives them psychological health and tranquility. Therefore, curriculum designers were keen to include

the indicator of spiritual dimension widely in most textbooks by using examples from the Holy Qur'an. This result is consistent with the result of Al-Sharabi's study (2018) which indicated to the importance of the Qur'an's approach to human life.

While the two indicators of concepts and religious values and worships came in last rank, it didn't mention in domain of quality of spiritual life any sub-indicator that falls under these two indicators, this is due to the fact that these two concepts appear through a set of principles, standards, and criterion that govern the individual's thoughts, beliefs, attitudes, behaviors, and actions in all circumstances, it varies from one individual to another in addition to that, it may be formed for learners through observation and imitation, therefore, it didn't include the study sample in the textbooks. This result differs from the result of Al-Fahdawi's study (2018) which indicated to acts of worship, and it includes the words and actions that the individual must abide by according to Sharia, it was included in the curricula because of its role in developing aspects of the learners' personality and unifying their energy according to integrated harmony, it is the best way of upbringing learners.

Viewing and discussing the fourth sub-question that stipulates:

What is the degree of availability of Indicators of quality of healthy life in third-grade textbooks in the kingdom of Saudi Arabia?

To answer this question, it had been used the frequencies and percentages of indicators of quality of healthy life that contained in third-grade textbooks in the Kingdom of Saudi Arabia. Table (7) shows this.

Table No (7). The frequencies and percentages of indicators of quality of healthy life contained in third-grade textbooks in the Kingdom of Saudi Arabia

	Language Arts books						Islamic Studies books						Mathematics books						Art books Educational			
Indicators	Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
q.	q.		q.		q.		q.		q.		q.		q.		q.		q.		q.		q.	
Food and nutrition	0	0	7	8.33	6	69.77	0	0	1	11.11	5	45.55	3	84.79	2	71.43	1	86.29	3	66.67	2	11.76
Methods of nutrition	0	0	1	8.33	0	0	0	0	1	11.11	0	0	0	0	3	106	0	0	0	0	0	0
Sensual functions	0	0	0	0	0	0	0	0	0	0	1	4.55	0	0	0	0	0	0	0	0	2	16.77
Ability to work	0	0	0	0	3	34.99	0	0	1	11.11	1	4.55	0	0	0	0	0	0	0	0	0	0
Health and safety	0	0	0	0	0	0	0	0	0	0	7	31.82	0	0	0	0	1	0.42	0	0	0	0
Physical	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

health																						
Physical abilities and activities	0	0	0	0	4	4.65	0	0	2	2.22	0	0	6	13.04	57	20.07	47	19.83	0	0	0	0
Physical comfort and sleep	0	0	0	0	2	2.33	0	0	2	2.22	0	0	1	2.17	1	0.35	0	0	0	0	0	0
Protection and vaccines	3	100	4	33.4	7	8.14	1	100	2	2.23	1	4.55	0	0	9	3.17	7	2.96	15	83.33	13	76.48
Physical illnesses	0	0	0	0	1	1.16	0	0	0	0	0	0	0	0	20	3.52	0	0	0	0	0	0
Sickness	0	0	0	0	9	10.47	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medicines and pharmaceutical culture	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	3	100	12	100	86	100	1	100	9	100	22	100	46	100	24	100	237	100	18	100	17	100

	Continued to Art books		Life and Family Skills books						English Language books						Science books					
Indicators	Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3	
	Fr eq	%	Fr eq	%	Fr eq	%	Fr eq	%	Fr eq	%	Fr eq	%	Fr eq	%	Fr eq	%	Fr eq	%	Fr eq	%
Food and nutrition	0	0	5	8.20	2	9.09	93	440.8	11	20.75	29	591.9	32	66.7	46	285.7	0	0	0	0
Methods of nutrition	0	0	0	0	0	0	11	5.21	0	0	0	0	0	0	2	1.24	0	0	0	0
Sensual functions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	3.11	4	173.9	2	8

Ability to work	0	0	0	0	0	0	0	0	3	5.66	3	6.12	3	6.25	3.8	23.6.0	0	0	0	0
Health and safety	1	5	0	0	0	0	3	1.42	0	0	0	0	0	0	0	0	0	0	0	0
Physical health	0	0	5	8.20	0	0	1.5	7.11	0	0	1.6	32.6.5	9	18.7.5	1.4	8.70	8	34.7.8	7	28
Physical abilities and activities	0	0	3.5	57.3.8	2	0.09	0	0	3.1	58.4.9	0	0	0	0	3	1.86	0	0	0	0
Physical comfort and sleep	5	2.5	0	0	0	0	8.9	42.1.8	1	1.89	0	0	0	0	6	3.73	0	0	0	0
Protection and vaccines	1.4	7.0	5	8.20	1.7	77.2.7	0	0	0	0	1	2.04	2	4.17	4.6	28.7.5	1.0	43.4.8	1.6	64
Physical illness	0	0	2	3.28	1	4.55	0	0	7	13.2.1	0	0	0	0	0	0	1	4.35	0	0
Sickness	0	0	0	0	0	0	0	0	0	0	0	0	2	4.17	0	0	0	0	0	0
Medicines and pharmaceutical culture	0	0	9	14.7.5	0	0	0		0	0	0	0	0	0	1	0.62	0	0	0	0
Total	2.0	1.0	6.1	10.0	2.2	10.0	2.1	10.0	5.3	10.0	4.9	10.0	4.8	10.0	1.6	10.0	2.3	10.0	2.5	10.0%

Table No. (7) shows that indicators of quality of healthy life contained in third-grade textbooks reached (1372) indicators, where the food and nutrition indicator came in the highest rank with (727) frequencies. This is due to the interest in nutritional awareness among children, taking into consideration good nutrition is essential for their health which gives them a healthy physical structure. In addition to the food that provides the body with energy that urges it to maintain all its functions, thus, it grows properly, which leads the child having a good physical health, it enables him to be able to practice work, and motion activities, and physical comfort and the ability to sleep healthy, and avoid illness and physical pain, while the indicator of medicines and pharmaceutical culture came in last place, reaching (9) frequencies. This result is consistent with the result of Abu Azzam's study (2018) which showed that the availability degree of health education concepts was generally average, but in regard with the domains of health education and personal hygiene came in a large degree.

Viewing and discussing the fourth sub-question that stipulates:

What is the degree of availability of indicators of quality of social and family relationships in third-grade textbooks in the Kingdom of Saudi Arabia?

To answer this question, it had been used the frequencies and percentages of indicators of quality of social and family relationships that contained in third-grade textbooks in the Kingdom of Saudi Arabia. Table (8) shows this.

Table No (8). The frequencies and percentages of indicators of quality of social and family relationships contained in third-grade textbooks in the Kingdom of Saudi Arabia

Books indicators	Language Arts books						Islamic Studies books						Mathematics books						Art Educational books			
	Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Habits and values	25	45.45	40	47.6	53	53.3	30	30	40	47.6	40	40	96	96.7	20	73.3	13	26	20	20	40	120
Human rights	0	0	2	23.5	0	0	0	0	0	0	0	0	0	0	1	23.3	0	0	0	0	0	0
Providing support and community encouragement	0	0	10	11.76	19	18.18	20	20	8	9.52	8	40	23	370	26	60.47	17	32.69	49	53.5	5	1613
Establishing a positive relationship with others	30	54.55	33	38.83	30	28.57	50	50	14	33.33	18	1034	36	66.7	4	930	18	34.62	29	31.87	4	1290
Vocational services	0	0	0	0	0	0	0	0	0	0	108	6207	0	0	1	233	0	0	11	1209	18	5807

Marriage and breeding	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Personal relationships	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Participating in social activities	0	0	0	0	0	0	0	0	0	0	0	0	6	1111	2	465	10	1923	0	0	0	0	0
Satisfaction of work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	55	100	85	100	100	100	100	100	42	100	174	100	54	100	43	100	52	91	100	31	100	100	100

	Continued to Art books		Life and Family Skills books						English Language books						Science books					
Indicators	Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3	
	Fre q.	%	Fre q.	%	Fre q.	%	Fre q.	%	Fre q.	%	Fre q.	%	Fre q.	%	Fre q.	%	Fre q.	%	Fre q.	%
Habits and values	1	0.47	27	52.94	21	46.67	28	29.47	0	0	0	0	0	0	7	24.14	1	25	0	0
Human rights	0	0	1	1.96	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Providing support	218	98.64	10	19.60	9	20	21	221.1	112	77.78	187	85	383	86.85	6	20.69	1	25	1	20



and co m mu nit y enc our age ment																				
Est abl ishi ng a pos itiv e rel ati ons hip s wit h oth ers	1	0.47	6	11.7 6	13	28. 89	3 9	41 0. 5	0	0	2	0.91	0	0	7	2 4. 1 4	2	50	4	80
Vo cati ona l ser vic es	1	0.47	7	13.7 4	2	4.4 4	7	7. 37	0	0	0	0	10	2 . 2 7	1	3. 4 5	0	0	0	0
Mar ria ge and bre edi ng	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Per son al rel ati ons hip s	0	0	0	0	0	0	0	0	32	22.2 2	31	14.0 9	48	1 0 . 8 8	0	0	0	0	0	0
Par tici pat ing in soc ial acti viti es	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	2 7. 5 9	0	0	0	0
Sat isfa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

cti on of wo rk																			
Tot al	221	100	51	100	45	10 0	9 5	10 0	144	100	220	100	441	1 0 0	2 9	1 0 0	4	10 0	5  10 0

Table (8) shows that the indicators of quality of social and family relationships in the third-grade textbooks, while the indicator of providing community support and assistance came in the highest rank and with (1062) frequencies. This is attributed to the nature of the growth characteristics of this stage in general and social growth in particular, and because the learners need to reinforce positive behaviors and modify their behaviors and thus their goals and invest their time, and the ability to deal with challenges and behavioral and educational problems to alleviate psychological disorders and avoid making mistakes.

This result is consistent with the results of Al-Shahri's study (2019), which concluded that the study participants from school students reported that the school supports them, and the students confirmed that the school plays its role in achieving social support for its students, as cognitive support for students came in first place, followed by emotional support, and in last place came material support for students. Roffry's study (2012) also indicated that support and assistance for individuals contributes to increasing effectiveness in work and learning environments, and the results of Muhammad's study (2018) confirmed that providing a degree of environmental comfort, security and peace in the relationships of individuals in society and the work environment in a manner that is commensurate with the burdens of life and the surrounding environment contributes to harmony, harmony and affection with others. Roffry's study (2012) also indicated that providing support and assistance to individuals contributes to increasing effectiveness in work and learning environments. The results of Muhammad's study (2018) confirmed that providing a degree of environmental comfort, security, and peace in the relationships of individuals in society and the work environment contributes to harmony, cohesion, and affection with others. While indicator of work satisfaction came in last place, reaching (zero) frequency.

Viewing and discussing the sixth sub-question that stipulates:

What is the availability degree of indicators of independence life quality in third-grade textbooks in the Kingdom of Saudi Arabia?

To answer this question, it had been used the frequencies and percentages of indicators of quality of independence life that contained in the third-grade textbooks in the Kingdom of Saudi Arabia. Table (9) shows this.

Table No. (9) The frequencies and percentages of indicators of quality of independence life contained in the third-grade textbooks in the Kingdom of Saudi Arabia

Books	Language Arts books						Islamic Studies books						Mathematics books						Art educational books			
Indicators	Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2	
	F r e q .	%	F r e q .	%	F r e q .	%	F r e q .	%	F r e q .	%	F r e q .	%	F r e q .	%	F r e q .	%	F r e q .	%	F r e q .	%	F r e q .	%
Taking responsi	0	0	0	0	0	0	0	0	0	0	0	0	3	20	0	0	1	100	0	0	0	0

bility																							
Completion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1 . 9 5	3	3 . 2 3	
Movement and transporting	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1 . 0 7	
Daily activities and persistence	0	0	0	0	0	0	0	0	0	0	2 5	67.5 7	0	0	0	0	0	0	0	0	0	0	
Ability to communicate	2 6	1 0 0	1 5	8 8. 2 4	1 4	50	5	1 0 0	1 0	1 0 0	2	5.41	6	4 0	4	1 6 . 6 7	0	0	1 9	1 2 . 3 3	9	9 . 6 8	
Financial safety and job	0	0	0	0	2	7.42	0	0	0	0	0	0	2	1 3 . 3 3	1	4 . 1 6 7	0	0	0	0	0	0	
Behaving in certain ways	0	0	1	5. 8 8	8	28.5 7	0	0	0	0	1 0	27.0 2	0	0	1 0	4 1 . 6 7	0	0	6 6	4 2 . 8 6	4 0	4 3 . 0 1	
Self-evaluation	0	0	1	5. 8 8	1	3.57	0	0	0	0	0	0	4	2 6 . 6 7	5	2 0 . 8 3	0	0	0	0	0	0	
Ability to work	0	0	0	0	3	10.7 1	0	0	0	0	0	0	0	0	4	1 6 . 6 6	0	0	6 6	4 2 . 8 6	4 0	4 3 . 0 1	
Self-independence	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	

Dep endi ng on phar mac euti cal reso urce s and non- phar mac euti cal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tota l	2 6	1 0 0	1 7	1 0 0 % 0	2 8	100	5	1 0 0	1 0	1 0 0	3 7	100 %	1 5	1 0 0	2 4	1 0 0	1	100	1 5 4	1 0 0	9 3	1 0 0

	Continu ed to Art Educati on		Life and Family Skills books						English Language books						Science books					
Indica tors	Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3	
	Fre q.	%	F re q.	%	Fr e q.	%	Fr e q.	%	Fr e q.	%	Fr e q.	%	Fr e q.	%	Fr e q.	%	Fr e q.	%	Fr e q.	%
Takin g respo nsibili ty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1 5	1 3. 1 6	0	0	0	0
Comp letion	0	0	0	0	0	0	0	0	1 1	2 0. 3 7	1	1. 9 2	3	3. 7 0	0	0	0	0	0	0
Move ment and transp orting	1	2.50	1	1. 8 2	1	5. 2 6	1	2. 78	0	0	1 8	3 4. 6 2	1 9	2 3. 4 6	0	0	0	0	0	0
Daily activi ties and persis tence	19	50.4 7	1 9	3 4. 5 5	0	0	2 5	69 4. 4	7	1 2. 9 6	0	0	8	9. 8 8	1	0. 8 8	0	0	0	0
Abilit y to comm unicat e	6	15	6	1 0. 9 2	6	3 1. 5 9	8	22 2. 2	3 2	5 9. 2 6	3 3	6 3. 4 6	5 1	6 2. 9 6	1 8	1 5. 7 9	6	1 0 0	6	1 0 0
Finan cial safety	1	2.50	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

and job																				
Behav ing in certai n ways	8	20	24	43.64	1	5.26	2	5.56	4	7.41	0	0	0	0	16	14.04	0	0	0	0
Self-evalu ation	4	10	4	7.27	0	0	0	0	0	0	0	0	0	0	10	8.78	0	0	0	0
Abilit y to work	1	2.50	1	1.82	11	57.89	0	0	0	0	0	0	0	0	22	19.30	0	0	0	0
Self-indep endence	0	0	0	0	0	0	0	0	0	0	0	0	0	0	29	25.43	0	0	0	0
Depe nding on pharm aceuti cal resour ces and non-pharm aceuti cal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	2.62	0	0	0	0
Total	40	100	55	100	19	100	36	100	54	100	52	100	81	100	104	100	60	100	60	100

Table No. (9) shows that the indicators of life quality and independence in the third-grade textbooks reached (873) indicators, while the indicator of daily activities and attendance ranked highest, with (223) frequencies. This is attributed to the philosophy of modern curricula that is based on making the learner the focus of the educational process, and employing active learning strategies to develop self-learning skills represented in the ability to achieve, behave in certain ways and self-assessment.

While the self -independence indicator came in last rank, scoring (3) frequencies. This is attributed to the reliance of curriculum designers and developers on the method of logical and psychological organization of the curriculum in a way that is compatible with the capabilities of the child at this stage who does not have the skills to plan his decisions, analyze his actions and bear responsibility for them compared to the adult who is able to make decisions without the influence of external forces. This result is consistent with the result of Faraj (2019), which indicated that daily activities are among the necessary skills that children at this stage need to help them interact positively and be able to adapt and deal effectively with daily life.

Viewing and discussing the seventh sub-question that stipulates:

What is the degree of availability of indicators of quality of psychological life in third-grade textbooks in the kingdom of Saudi Arabia?

To answer this question, it had been used the frequencies and percentages of indicators of quality of psychological life that contained in third-grade textbooks in the Kingdom of Saudi Arabia. Table (10) shows this

Table No (10). The frequencies and percentages domain Indicators of quality of psychological life contained in third-grade textbooks in the Kingdom of Saudi Arabia

Books	Language Arts books						Islamic Studies books						Mathematics books						Art Educational books			
Indicator	Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2		Ch.3		Ch.1		Ch.2	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Psychological happiness	0	0	0	0	7	38.88	2	6.67	1	16.67	0	0	0	0	0	0	0	0	0	0	0	0
Psychological comfort	0	0	0	0	2	11.12	0	0	3	50	1	8	2	3.73	0	0	3	100	0	0	3	83.33
Emotional balance	0	0	1	50	0	0	0	0	0	0	9	16.36	0	0	0	0	0	0	0	0	1	16.64
Positive feelings	0	0	0	0	1	5.56	0	0	0	0	1	8	2	3.73	0	0	0	0	0	0	0	0
Self-estimation and personal growth	2	100	1	50	1	5.56	0	0	0	0	1	18.2	0	0	0	0	0	0	0	0	0	0
Sincerity and tranquility	0	0	0	0	0	0	1	33.33	2	33.33	9	16.36	0	0	0	0	0	0	0	0	0	0
Negative feelings	0	0	0	0	7	38.88	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freedom from stress and anxiety	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Depression	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self-conf	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0



Self-confidence	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	66 6. 7	0	0
Total	23	10 0	31	10 0	6	10 0	33	10 0	22	10 0	15	10 0	7	1 0 0	4	1 0 0	3	10 0	0	0

Table (10) shows that the indicators of quality of psychological life that contained in third-grade textbooks reached to (242) indicators, the psychological comfort indicator came in the highest rank with (89) frequencies, because practicing recreational, social and sport activities considered essential source of psychological comfort and a sense of balance. Also, the construction of the curriculum is based on several foundations, including the foundations that contribute to granting learners a psychological comfort. This result is consistent with the result of Al-Badi's study (2023) which indicated to the role of activities and educational strategies in providing learners the self-reliance skills and self-confidence, because it is one of the appropriate strategies to characteristics of children.

While the self-confidence indicator came in last place, with two frequencies, this result is due to curriculum specialists' belief that the concept of psychological quality-of-life is considered one of a relatively complex concepts and is not a tangible thing, moreover in which contribute a group of psychological, emotional and cognitive components and factors which is difficult to measure and observe directly and explicitly among individuals. This result is consistent with the result of study of Dawoud (2015), which indicated to that the self-confidence is something acquired from the environment surrounding the learners and cannot be born with the learners, it is a basic condition for overcoming fears, it cannot be acquired as required through abstract concepts documented in school curricula.

## 5. Recommendation and Conclusion

The existing literature highlights gaps in our understanding of how well the Saudi curriculum addresses various dimensions of quality of life. While there is a focus on Islamic education, Arabic culture, general studies, and science, it remains uncertain to what extent these educational materials comprehensively encompass quality-of-life domains. The limited research indicates that certain aspects of quality of life, including health education and ecological knowledge, may be inadequately addressed in specific subject areas and textbooks. For instance, the findings of this study suggest that health education is underrepresented in science textbooks, and there is room for improvement in integrating self-confidence, emotional stability, self-esteem, and freedom from stress and anxiety within the curriculum. This study also underscores the importance of environmental education, emphasizing the need for increased ecological content in English language teaching textbooks to promote awareness and positive attitudes toward environmental issues. However, the extent to which these findings can be generalized to the broader quality-of-life domains remains unclear. Additionally, there is a need for more profound researches into the representation of quality-of-life domains in all grade curriculum in Saudi Arabia. In-depth research in all grade curriculum can help us understand the strengths and weaknesses of the curriculum and develop evidence-based recommendations for curriculum enhancements to better prepare students for the 21st century's challenges. The findings of this study were aimed to inform educational stakeholders and decision makers by combining existing research findings with the original insights, offering a holistic perspective on the current state of primary education in Saudi Arabia.

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