



# مجلة الدراسات والبحوث التربوية

JOURNAL OF STUDIES AND EDUCATIONAL RESEARCHES

المجلد (١) العدد (٣) سبتمبر ٢٠٢١م

مجلة علمية دورية محكمة

يصدرها مركز

## العطاء

للاستشارات التربوية - الكويت

بالتعاون مع كلية العلوم التربوية - جامعة الطفيلة التقنية - الاردن

# JSER

الرقم المعياري الدولي

ISSN: 2709-5231

## مجلة الدراسات والبحوث التربوية

Journal of Studies and Educational Researches (JSER)

علمية دورية محكمة يصدرها مركز العطاء للاستشارات التربوية- دولة الكويت  
بالتعاون مع كلية العلوم التربوية- جامعة الطفيلة التقنية- الأردن

ISSN: 2709-5231

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أ. محمد سعد إبراهيم عوض

### التعريف بالمجلة

تصدر مجلة الدراسات والبحوث التربوية عن مركز العطاء للاستشارات التربوية- دولة الكويت كل أربعة شهور، وهي مجلة علمية دورية محكمة بإشراف هيئة تحرير وهيئة علمية تضم نخبة من الأساتذة، وتسعى المجلة للإسهام في تطوير المعرفة ونشرها من خلال طرح القضايا المعاصرة في مختلف التخصصات التربوية، والاهتمام بقضايا التجديد والإبداع، ومتابعة ما يستجد في مختلف مجالات التربية؛ وتقوم بعض قواعد المعلومات الدولية بتوثيق أبحاث المجلة لديها، ومنها: Dar Almandumah & Shamaa.

### أهداف المجلة

- تهدف المجلة إلى دعم الباحثين في مختلف التخصصات التربوية من خلال توفير وعاء جديد للنشر يلبي حاجات الباحثين داخل الكويت وخارجها. ويمكن تحديد أهداف المجلة بشكل تفصيلي في الأهداف الأربعة التالية:
1. المشاركة الفاعلة مع مراكز البحث العلمي لإثراء حركة البحث في المجال التربوي .
  2. استنهاض الباحثين المتميزين للإسهام في طرح المعالجات العلمية المتعمقة والمبتكرة للمستجدات والقضايا التربوية.
  3. توفير وعاء لنشر الأبحاث العلمية الأصيلة في مختلف التخصصات التربوية .
  4. متابعة المؤتمرات والندوات العلمية في مجال العلوم التربوية.

### مجالات النشر في المجلة

تهتم مجلة الدراسات والبحوث التربوية بنشر الدراسات والبحوث التي لم يسبق نشرها في مختلف التخصصات التربوية، على أن تتصف بالأصالة والجدة، وتتبع المنهجية العلمية، وتراعي أخلاقيات البحث العلمي. كما تنشر المجلة ملخصات رسائل الماجستير والدكتوراه ذات العلاقة بمختلف التخصصات التربوية، والمراجعات العلمية،

وتقارير البحوث والمراسلات العلمية القصيرة، وتقارير المؤتمرات والمنتديات العلمية، والكتب والمؤلفات المتخصصة في التربية ونقدها وتحليلها.

### القواعد العامة لقبول النشر في المجلة

1. تقبل المجلة نشر البحوث باللغتين العربية والإنجليزية وفقاً للمعايير التالية:

- توافر شروط البحث العلمي المعتمد على الأصول العلمية والمنهجية المتعارف عليها في كتابة البحوث الأكاديمية في مجالات التربية المختلفة.
  - أن تحتوي الصفحة الأولى من البحث على:
    - اسم الباحث ودرجته العلمية والجامعة التي ينتمي إليها.
    - البريد الإلكتروني للباحث.
    - ملخص للبحث باللغة العربية والإنجليزية في حدود (150) كلمة.
    - الكلمات المفتاحية بعد الملخص.
  - ألا يزيد عدد صفحات البحث عن (30) صفحة متضمنة الهوامش والمراجع.
  - أن تكون الجداول والأشكال مُدرجة في أماكنها الصحيحة، وأن تشمل العناوين والبيانات الإيضاحية الضرورية، ويُراعى ألا تتجاوز أبعاد الأشكال والجداول حجم الصفحة.
  - أن يكون البحث ملتزماً بدقة التوثيق حسب دليل جمعية علم النفس الأمريكية APA الإصدار السادس، وحسن استخدام المصادر والمراجع، وتثبيت مراجع البحث في نهايته.
  - أن يكون البحث خالياً من الأخطاء اللغوية والنحوية والإملائية.
  - أن يلتزم الباحث بالخطوط وأحجامها على النحو التالي:
    - اللغة العربية: نوع الخط (Sakkal Majalla)، وحجم الخط (14).
    - اللغة الإنجليزية: نوع الخط (Times New Roman)، وحجم الخط (14).
    - تكتب العناوين الرئيسية والفرعية بحجم (16) غامق (Bold).
    - أن تكون المسافة بين الأسطر (1.15) بالنسبة للبحوث باللغة العربية، وتكون المسافة بين الأسطر (1.5) بالنسبة للبحوث باللغة الإنجليزية.
    - تترك مسافة (2.5) لكل من الهامش العلوي والسفلي والجانبين.
2. ألا يكون البحث قد سبق نشره أو قُدم للنشر في أي جهة أخرى.
3. تحتفظ المجلة بحقها في إخراج البحث وإبراز عناوينه بما يتناسب وأسلوبها في النشر.
4. ترحب المجلة بنشر ما يصلها من ملخصات الرسائل الجامعية التي تمت مناقشتها وإجازتها في مجال التربية، على أن يكون الملخص من إعداد صاحب الرسالة نفسه.
5. بالمجلة باب لنشر موضوعات تهم المجتمع التربوي يكتب فيه أعضاء التحرير.

## إجراءات النشر في المجلة

1. ترسل الدراسات والبحوث وجميع المراسلات باسم رئيس تحرير مجلة الدراسات والبحوث التربوية على الإيميل التالي: [submit.jser@gmail.com](mailto:submit.jser@gmail.com)
2. يرسل البحث إلكترونياً بخطوط متوافقة مع أجهزة (IBM)، بحيث يظهر في البحث اسم الباحث ولقبه العلمي، ومكان عمله.
3. يُرفق ملخص البحث المراد نشره في حدود (100-150 كلمة) سواء كان البحث باللغة العربية أو الإنجليزية، مع كتابة الكلمات المفتاحية الخاصة بالبحث (Key Words).
4. يرفق مع البحث موجز للسيرة الذاتية للباحث.
5. في حالة قبول البحث مبدئياً يتم عرضه على مُحكِّمين من ذوي الاختصاص في مجال البحث، لإبداء آرائهم حول مدى أصالة البحث وقيّمته العلمية، ومدى التزام الباحث بالمنهجية المتعارف عليها، وتحديد مدى صلاحية البحث للنشر في المجلة من عدمها.
6. يُخطر الباحث بقرار صلاحية بحثه من عدمها خلال شهر من تاريخ استلام البحث.
7. في حالة ورود ملاحظات من المحكمين تُرسل إلى الباحث لإجراء التعديلات اللازمة، على أن يعاد إرسال البحث بعد التعديل إلى المجلة خلال مدة أقصاها شهر.
8. تؤول جميع حقوق النشر للمجلة.
9. لا تلتزم المجلة بنشر كل ما يرسل إليها.
10. المجلة لا ترد الأبحاث المنشورة إليها سواء كانت منشورة أو غير قابلة للنشر، وللمجلة وإدارتها حق التصرف في ذلك.

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## الافتتاحية

بسم الله الرحمن الرحيم، عليه نتوكل وبه نستعين، نحمده سبحانه كما ينبغي أن يحمد ونصلي ونسلم على أشرف المرسلين سيدنا محمد وعلى آله وأصحابه والتابعين وبعد،،،

يشهد العالم ثورة معلوماتية كبرى منذ منتصف القرن الماضي بسبب التطور السريع والهائل لتكنولوجيا الإعلام والاتصال، وقاد هذا إلى تغير العديد من المفاهيم والأسس داخل المجتمع، فلم تعد المعدات والألات الثقيلة ورأس المال الأدوات الرئيسية للنشاط الاقتصادي، إذ حلت محلها المعرفة التي أصبحت المحرك الأساسي للنشاط الاقتصادي والفرد في كل المجتمعات، وقد أدى تزايد قيمة المعرفة في العصر الحالي إلى أن أصبحت هي الطريق نحو مجتمع المعرفة الذي تتنافس الدول في تحقيقه.

وقد جعل ذلك الدول المتقدمة تنفق حوالي (20%) من دخلها القومي في استيعاب المعرفة، ويستحوذ التعليم على نصف هذه النسبة، كذلك تنفق المنظمات الصناعية والتجارية في هذه الدول ما لا يقل عن (5%) من دخلها الإجمالي في التنمية المهنية للعاملين بها، وتنفق ما يتراوح بين (3%-5%) من دخلها الإجمالي في البحث والتنمية.

ويعد البحث العلمي الوسيلة الرئيسية لإيجاد المعرفة وتطويرها وتطبيقها في المجتمع، كما يشكل الركيزة الأساسية للتطور العلمي والتقني والاقتصادي، ويساهم في رقي الأمم وتقدمها، وهو بمثابة خطوة للابتكار والإبداع، ويمثل البحث العلمي إحدى الركائز الأساسية لأي تعليم جامعي متميز، ويعد من أهم المعايير التي تعتمدها الجهات العلمية في تصنيف وترتيب الجامعات سواء على المستوى المحلي أو القومي أو العالمي؛ ويقاس التقدم العلمي لبلد من البلدان بمدى الناتج البحثي والعلمي مقارنةً بالدول الأخرى.

ويسر مجلة الدراسات والبحوث التربوية أن تقدم لقراءها هذا العدد، وتتقدم أسرة المجلة بالشكر إلى جميع الباحثين الذين ساهموا بأبحاثهم في هذا العدد، وتجدد دعوتها لجميع الباحثين للالتفاف حول هذا المنبر الأكاديمي بمساهماتهم العلمية. وندعو الله عز وجل السداد والتوفيق.

رئيس التحرير

أ.د/ محسن حمود الصالحي

تخلي أسرة تحرير المجلة مسؤوليتها عن أي انتهاك لحقوق الملكية الفكرية، والآراء والأفكار الواردة في الأبحاث المنشورة لا تلزم إلا أصحابها جميع الحقوق محفوظة لمجلة الدراسات والبحوث التربوية © 2020



## The Feasibility of Teaching Life Skills in Intermediate Stage

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**Abstract:** The study aimed to identify the feasibility of teaching life skills in intermediate stage in the State of Kuwait, and the study followed the descriptive approach, the study sample consisted of (60) teachers from four schools in intermediate stage. The results of (35) studies that dealt with life skills were analyzed. The results showed that teaching life skills contributes to achieving many goals, including: achieving integration between school and life and embodying the function of education In terms of linking it to the needs of learners, life situations and the needs of society, the learner gains direct experience through direct interaction with people and phenomena, Acquiring skills, along with acquiring information, modifies the behavior sought by the authors of the curricula. It helps the learner to achieve a great deal of independence and responsibility. The results also showed that there is no interest from the learners in the life skills course because it is not added to the GPA, and there are negative attitudes among many middle school teachers about life skills.

**Key words:** Life Skills, Intermediate Stage.

### introduction:

Today, the world is witnessing many global, local, political, economic, cultural, scientific, technological and environmental changes and challenges. These changes are reflected in the systems of Kuwaiti society as a whole, foremost of which is education in its various stages because it is primarily an

environmental community system. Individuals provide educational services to learners.

The school is the second important environment in the life of the individual, in which the learner spends the greater part of his life and receives various forms of education, and plays an important role in forming his personality and determining his directions, and thus complements the role of the family, which cannot alone carry out the process of education in all its aspects (Ibrahim, 2001).

The school became the institution capable of providing adequate opportunities for learners to acquire educational experiences, revealing their tendencies and preparations, and investing them, preparing each individual for the profession that suits him, and drawing plans for learners to learn self-reliance at an early age. It works on building a normal personality and providing the learner with experiences that help him to face the challenges of social life, and it is the official social institution that performs the function of education and transfers advanced culture (Ahmed, 2001).

Many challenges have emerged that prompted the school today to pay attention to teaching life skills to learners, and among these challenges are the following:

- The need for Arab societies to overcome the gap of civilization backwardness
- Education crises in societies, especially developing ones, which need reform.
- The expansion of knowledge and development that made the world a small village, which created the necessity to possess life skills in dealing with these developments (Mazen, 2002).

The importance of having life skills in an individual's life lies in his ability to adapt to all circumstances, and to succeed in the renaissance and prosperity of societies (Al-Nuaimi and Al-Khazraji, 2014). Therefore, the subject of life skills has received great attention in international and regional forums. The UNICEF report (2006) indicated that (164) of the countries that have committed to the subject of Education for All approved the inclusion of life skills as a means to enable young people to face the situations they are exposed to and provide them with knowledge that builds on the correct behavior.

### **The problem of study:**

The lack of life skills for the new generation in the current era is considered one of the most important problems that must be searched for quick solutions because the outputs of educational institutions lack life skills, and therefore many fail in their professional and personal lives due to the absence of these skills they have (Al-Nuaimi and Al-Khazraji, 2014).

The absence of the study and development of life skills has an impact on hindering the progress of the renaissance of societies, as there is a direct relationship between the study of these skills and the skill of the individual in facing future challenges, as it helps in building internal emotions and feelings (Wafi, 2010). Faraj (2003) stated that despite the role of life skills in our lives and overcoming our problems easily, these skills have not received sufficient study and attention before, except recently, and some researchers have linked the acquired skills to mental abilities and intelligence. Therefore, some studies emphasized the importance of adding a course for learners that focuses on the requirements of adapting to life (Askaus et al., 2005).

This research seeks to identify the feasibility of teaching life skills in the intermediate stage by answering the following questions:

1. What are the objectives of teaching life skills at the intermediate stage in the State of Kuwait?
2. What is the importance of teaching life skills at the intermediate stage in the State of Kuwait?
3. What are the characteristics of life skills?
4. What are the obstacles to teaching life skills?
5. what is the feasibility of teaching life skills in intermediate stage in the State of Kuwait?

**The aims of study:**

- Identifying the objectives of teaching life skills at the intermediate stage in the State of Kuwait.
- Uncover the characteristics of life skills.
- Identifying obstacles to teaching life skills.

**The importance of study:**

- The importance of the research stems from the topic it deals with, which is life skills and their role in enhancing students' ability to take responsibility for making healthy choices, and avoiding risky behaviors, especially with the increasing use of information technology and communication tools.
- The research can help decision and policy makers in the Ministry of Education in the State of Kuwait about the feasibility of teaching life skills at the intermediate stage.
- Informing researchers to conduct new research in this field by reviewing the theoretical literature of the research and the results and recommendations it will reach.

### **The limits of study:**

- Human limits: it included a sample of middle school teachers in the State of Kuwait.
- Spatial boundaries: It included four schools from the Capital Educational and Al-Ahmadi regions.
- Time limits: The research was applied during the first semester of the year 2018/2019.

### **The terms of study:**

- **Life skills:**

It is a set of performances related to mental, physical, social and emotional capabilities through which the individual can solve his daily life problems, and participate effectively with the environment in line with the requirements of the times and the needs of the labor market (Al-Hayek, 2010, 11). The researcher defines it procedurally as a set of positive abilities and behaviors that the student acquires in the middle school and adapts them to enable him to deal effectively with the requirements and challenges of real life.

### **Literature review:**

Life skills in the intermediate stage form an essential part of the national curriculum for the State of Kuwait, and it is a means that helps students to improve their psychological and social lives and develop their personal characteristics, which are capabilities of adaptive and positive behavior that enable the individual to deal effectively with the demands and challenges of daily life. The life skills course helps students to understand social and economic life, and to develop and grow into citizens of good behavior. The new generation needs life skills that provide them with information and experiences



related to managing daily life situations, and being acquainted with modern technologies. And directing them to their optimal use, and to acquire positive skills, values, attitudes and behaviors to successfully deal with daily personal, professional and social challenges. Therefore, life skills must include skills of analysis, planning, cooperation, decision-making, and communication for personal development and development (Ministry of Education, 2016).

Life skills also help the student to plan for success, choose a good friend, highlight creative energies and a leadership role, deal with different life situations, respect and apply laws, design and market small projects, through which the learner will be familiar with the knowledge, skills and values that enable him to become a good and productive citizen. (Ministry of Education, 2016).

The process of acquiring life skills is one of the important outcomes of the curriculum at any stage of study, and for this reason, skills must be taken care of and developed through educational situations and activities that are intentionally planned to teach students these skills. Learning life skills requires teaching and practice (Zaytoun, 1999).

Therefore, we note the international, regional and local interest in life skills. The final report of the second meeting of the Population and Development Committees of the Arab countries and members of the forum held in Jordan recommended the importance of developing life skills among adolescents and youth. The Director General's report on the implementation of the recommendations of the Fourth Conference of Arab Ministers of Education held in Beirut in 2004 highlighted the importance of focusing on developing life skills (Arab Educational, Cultural and Scientific Organization, 2004). The Fifth Conference of Arab Ministers of Education on Early Education of the Arab

Child in a Changing World emphasized the need to develop life skills (Arab Educational, Cultural and Scientific Organization, 2006).

Several projects in both developed and developing countries give clear evidence of the need to provide the necessary life skills to enable learners to deal with the problems they face in daily life.

### **The concept of life skills:**

Skill is basically that a person performs any work with accuracy, speed and understanding. Accuracy and speed are measured by standards or provisions determined by specialists in each field. Life skills are defined as a set of skills related to the environment in which the learner lives and the knowledge, values and trends that he learns in an intentional and organized manner. Through a set of practical activities and applications, it aims to build an integrated personality that enables him to take responsibility and deal with the necessities of daily life successfully and make him a good individual (Hegner, 1992, 25).

It is defined as the desire, knowledge and ability to solve problems or face challenges facing his daily life, or to make adjustments to the lifestyle and life of the individual and society (Al-Baz and Khalil, 1999, 87). While others define it as the necessary amount for learners of the skills necessary for them to practice their daily lives and life activities, such as decision-making skills, managing time, effort and money, managing conflict, negotiating and dealing with others (Mazen, 2002, 344).

Hussain, 2006, 11) indicated that life skills include the individual's ability to choose and assume personal responsibility, as well as a mental readiness to make a comparison between these choices, in addition to the ability to implement them. And defined (the Arab Bureau of Education for the Gulf

States, 2007, 4) as a set of integrated skills that are acquired for the learner and the related knowledge, values and attitudes that make him a person capable of taking responsibility and dealing with the necessities of daily life at the various personal, social and occupational levels with the highest possible interaction Creative with his society and its problems.

Ayyad and Saad El-Din (2010, 6) defined it as a set of skills related to the environment in which the learner lives, and he learns them intentionally by passing through methodological technological experiences, which help him to face situations and challenges. Whereas (Wafi, 2010, 22) defined it as the individual's ability to deal positively with his personal and social life problems, including skills: time management, social communication, good use of resources, interaction with others, respect for work.

Life skills according to the World Health Organization are psychological capacities for positive, adaptive behavior that enable a person to deal effectively with the demands and challenges of daily life, and more specifically, a set of psychosocial competencies and interpersonal skills that help people make informed (informed) decisions,, Problem solving, thinking critically and creatively, communicating effectively, building healthy relationships, empathizing with others, managing their lives and coping in a healthy and constructive way (Ali, 2014, 8).

### **The goal of teaching life skills:**

The life skills course aims to provide learners with abilities and behaviors that will support them to deal effectively with various situations and help them take measures to protect themselves, promote good and effective social relations, and provide them with skills that are an integral part of what they have learned in family life and correct the course of wrong behaviors they learned at

home. It is considered a basis for the skills acquired by individuals who lack these skills because of their social circumstances, such as orphans, children of broken families, and those living in state-run social care homes (Ministry of Education, 2016).

Teaching life skills also aims to enable the learner to develop the self-concept as a person of value and dignity, and help him to know himself, his personal responsibilities and his own abilities. Life skills develop in the student the cognitive aspects and the ability to use skills appropriately in daily life. The subject of life skills (life education) in the intermediate stage in the State of Kuwait aims to enable learners to be able to do the following:

- Know the rules of good conduct and morals in a variety of life and professional situations.
- Respect their roles as responsible members of the family and society.
- Acquisition of knowledge, skills and attitudes in the fields of study and choice of a future profession.
- Apply leadership skills to achieve success in project activities.
- Develop the ability to live, learn and work with others.
- Appropriate handling of different life situations inside and outside the school.
- Respecting cultural diversity in Kuwaiti society (Ministry of Education, 2016).

### **The importance of teaching life skills:**

The life skills course seeks to develop the following aspects among middle school students in the State of Kuwait:

- Develop his culture and his ability to successfully deal with various life variables.
- Develop his ability to logical reasoning, scientific thinking and planning.
- Develop his ability to find solutions to life problems.
- Developing his ability to social interaction and communication with others (Ministry of Education, 2016).

Masoud (2002) believes that life skills contribute to achieving the following:

- Achieving integration between school and life and embodying the functionality of education in terms of linking it to the needs of learners, life situations and the needs of society.
- Giving the individual the opportunity to live his life better, especially in this era that is characterized by a successive explosion of knowledge, information and technology, which requires preparing individuals capable of adapting and interacting effectively with these variables.
- The learner gains direct experience through direct interaction with people and phenomena, and it gives meaning to learning and provides excitement and suspense because it is related to their reality.

### **Life Skills Characteristics:**

Each society has skills necessary for the individual to live in this society. The quality of the skills needed for each society varies according to the growth, development and nature of society. We may find agreement and similarities in the quality of some life skills necessary for individuals in human societies in general. Agreed upon at every time and place, but the nature of the quality of decisions and the types of problems facing an individual in society differ, in addition to the fact that the life skill required for an individual in a society varies

from one time period to another according to the different time periods in the life of societies and during their stages of development.

Therefore, we cannot find specific characteristics of life skills that are suitable for all societies, but it is possible to develop scientific frameworks and foundations from which to determine the characteristics that all cultures and societies share (Omran et al., 2004).

Imran et al. (2004) identified the characteristics of life skills as follows:

- It varies and includes both the material and non-material aspects related to the methods of satisfying the individual's needs and requirements of his interaction with life and its development.
- It varies from one society to another according to the nature of the degree of its progress, and it varies from one period of time to another. The primitive man's need for reading and writing appeared when he felt the importance of recording his human history, and life skills are also affected by place and time.
- Depends on the nature of the reciprocal relationship between the individual and society and the impact of each on the other.
- It aims to help the individual adapt and interact successfully with life and develop ways of living life, and this requires dealing with traditional life situations in new advanced ways.

### **Levels (classification) of life skills:**

There is no set list of life skills, and the World Health Organization has put forward ten life skills: decision making, problem solving, innovative thinking, critical thinking, effective communication, interpersonal and

interpersonal skills, self-awareness, empathy, tolerance of feelings and emotions, and stress tolerance (WHO , 2003).

Some researchers classified life skills into the following skills:

- Life skills in productive awareness.
- Life skills in health awareness.
- Life skills in consumer awareness.
- Life skills in social awareness and citizenship awareness.
- Life skills in environmental awareness.
- Life skills in awareness of sound thinking methods.
- - Life skills in reproductive education awareness (Askaus et al., 2005).

(UNICEF, 2004) classified life skills into ten basic skills and a number of sub-skills for each, and these skills are:

1. Self-awareness skills: related to developing learners' abilities to identify weaknesses and strengths in their personalities and instilling concepts of self-respect and the other, without exaggerating and avoiding the learner from falling into the labyrinth of vanity or inferiority.
2. Empathy skills: Develop learners' attitudes towards respecting the point of view of others, including his colleagues, in order to behave less aggressively and respect the feelings and feelings of others and instill a spirit of tolerance and empathy between him and his colleagues and others.
3. Decision-making skills: This includes learning how to make decisions based on correct information, evaluating the pros and cons of the decision, adapting to changing the wrong decision, and learning how to plan for the future.



4. Problem-solving skills: Teaching the student to diagnose the problem in terms of its causes and effects, to develop solutions and different alternatives to confront it, and to seek help and advice to confront and solve the problem.
5. Communication and Communication Skills: Develop learners' communication and communication skills through appropriate verbal and nonverbal communication, good listening and assertiveness for refusal skills, ability to negotiate, and compromise.
6. Interpersonal skills: Develop learners' awareness of the limits in the behavioral relationships between people, especially colleagues, building a friendship relationship and maintaining its continuity, working with colleagues within a work team, cooperating and sharing among them and resisting group pressures or individual pressure.
7. Creative creative thinking: Develop learners' ability to express themselves in an appropriate manner and self-directed learning, and to search for innovative ideas about different situations.
8. Critical thinking skills: the ability to analyze social and cultural influences based on attitudes and values, especially the influence of audio-visual media, the ability to criticize inequality, injustice and prejudiced judgments in a non-violent manner, and to explore and evaluate roles, rights, responsibilities and assess risks.
9. Skills of dealing with emotions: It includes the appropriate expression of emotions and the ability to deal effectively with positive and negative emotions, such as frustration, anger, sadness, fear and anxiety, and training students on self-control and not being drawn into intense emotions.

10. Skills of dealing with stress: Knowing the sources of stress and positive response to life pressure and bad habits such as smoking and lack of hygiene and dealing with them constructively.

### **Obstacles to teaching life skills:**

Despite the importance of life skills and their role in achieving many goals, there are some obstacles facing the teaching of life skills in many Arab countries, including the following:

- The absence of an independent administrative reference for adopting life skills-based education programs and projects.
- The lack of a comprehensive strategy for teaching and developing life skills among students.
- Absence of activating and developing school activity and student guidance programs to keep pace with the aspirations and developments of life skills education.
- Weak school facilities and equipment needed to establish life skills development education programs and the absence of community partnership to develop life skills (Al-Jedibi, 2010).

Qeshta (2008) suggested some solutions to improve life skills, including: searching for ways that increase learners' sense of the environment around them, encouraging ideas that come from learners, providing the necessary resources and materials to produce and producing learners' ideas, paying attention to scientific presentations where learners learn a lot from Life skills through it, conscious attention to learners' questions and suggestions.

## The procedures of study:

- **Methodology:**

The current study depends on the descriptive analytical method.

- **Sample of study:**

The study sample consisted of (60) male and female teachers from four schools in the intermediate stage. The results of (35) research and scientific studies that dealt with life skills were analyzed, from what happened to the researcher from published refereed studies, and they were presented within the context of the theoretical framework.

- **Tools of study:**

The researcher relied on an opinion poll that was applied electronically that includes an open question about the feasibility of teaching life skills in the intermediate stage, in addition to the studies survey and analysis tool that included the following elements: study objective, study method, study sample, study tool, results, study recommendations.

- **Steps of study:**

- Reviewing studies and research related to the topic of research and writing the theoretical framework.
- Asking an open question about the feasibility of teaching life skills in the middle stage to a sample of middle school teachers, which was applied electronically.
- Analyzing studies and research that dealt with life skills from published court studies that have fallen into the hands of the researcher.

- Analyzing the results of the open question that was asked to the study sample.
- In light of the analysis of studies and research and the results of the open question, recommendations and suggestions were written.

### **The results of study:**

The following part deals with the findings of the current study on the feasibility of teaching life skills in the intermediate stage, which were reached through monitoring and analyzing the results of studies and research that dealt with life skills, and the results of the opinion poll (field study). Below is a presentation of these results:

#### **1- The results of the feasibility of teaching life skills in the intermediate stage through monitoring and analyzing the results of studies and research that dealt with life skills:**

Through the previous presentation of the theoretical framework and previous studies, it is noted that life skills are linked to the learner's personality and develop his roles in society, enabling him to communicate and interact with others, help him achieve his goals, and guarantee him a good social life, and to the extent the learner masters life skills, his distinction in his life is greater . Teaching life skills contributes to achieving many goals for students, including the following:

- Achieving integration between school and life and embodying the functionality of education in terms of linking it to the needs of learners, life situations and the needs of society.

- The learner gains direct experience through direct interaction with people and phenomena, and it gives meaning to learning and provides excitement and suspense because it is related to their reality.
- Acquisition of skills, in addition to acquiring information, works to modify the behavior sought by curriculum developers.
- It gives the learner an inclination to science, as mastering the basic skills in science makes him able to use these skills to obtain many knowledge, which leads to an increase in his interest in science and a deeper study.
- Gain the learner the ability to assume responsibility and maintain the skills acquired.
- Their importance is due to the fact that they are basic and indispensable skills for the individual, not only to satisfy his basic needs for survival, but for the continuation of progress and the development of lifestyles in society.
- It helps the learner to achieve a great deal of independence and responsibility.
- The learner's practice of life skills develops his ability to plan well and enables him to achieve more self-confidence.
- It provides the learner with a large amount of functional knowledge that facilitates success in his daily life.
- Contribute to the development of the learner's personality and the refinement of his talents and mental and physical abilities to the maximum extent possible.
- Enable the learner to deal with the family and the local community and how to make the appropriate decision.

- It develops in the learner the ability to express and refine feelings, and gives him the ability to control emotionally.
- Helps develop innovation, creativity and good planning for the future.
- It develops in the learner positive social interaction and good communication with others, and provides him with a good healthy personal growth.
- Develop the learner the ability to face life's problems and deal with them wisely.
- It helps the learner to develop his higher mental abilities related to innovation, creativity, discovery, criticism, analysis and problem solving.

## **2- The results regarding the feasibility of teaching life skills in the intermediate stage through the opinion poll (field study):**

Through the open question that was asked to a sample of middle school teachers in the State of Kuwait about the feasibility of teaching life skills at the intermediate stage, the following results were reached:

- Lots of life skills are taught through different curricula.
- Some teachers see that life skills encourage learners to use language freely with others, and how to act in life situations, while others see that it is not useful to learners.
- The success of the life skills course depends on achieving the desired goals on the way it is taught.
- Teaching life skills as an independent subject represents a burden on teachers, as well as a burden on learners, so many teachers see the need to integrate life skills into the various curricula.

- The life skills course seeks to instill and develop values among learners, and the new curriculum (the competency-based curriculum) seeks to achieve the same goal.
- Despite the important competencies included in the life skills course in the intermediate stage in the State of Kuwait (grades six to nine) and its importance for the learner and society alike, some teachers believe that the objectives of the life skills course are not clear.
- Some teachers believe that the life skills course is not suitable for middle school students, and that the method of presenting the curriculum is not attractive to learners, and that its teaching does not go according to a well-thought-out plan.
- Some teachers believe that the life skills course focuses on the theoretical aspect of teaching these skills and neglects the practical aspect, which is the basis for acquiring any skill.
- Some teachers believe that there are negative attitudes among middle school students about life skills.
- Teachers are not trained in how to teach life skills.
- There is no interest from the learners in the life skills course because it is not added to the GPA.
- Many teachers see life skills characteristic as being used to supplement the teaching of the core curriculum.
- There are negative attitudes among many middle school teachers about life skills.

### **Recommendations:**

In light of the previous presentation, the following recommendations can be made:



- Not teaching life skills as an independent subject in the intermediate stage in the State of Kuwait, and paying attention to its teaching by integrating it within the different curricula.
- Life skills can be added in the teacher's guide, provided that student teachers are trained in the College of Education on these skills to be able to teach them and impart them to learners.
- Taking into account the integration of life skills within the different curricula in line with the nature and objectives of each.
- Taking into account that life skills fit the characteristics of the age stage of middle school students.
- Awareness of middle school teachers about the importance of teaching life skills to learners, and its role in achieving many goals.
- Training middle school teachers on strategies for teaching life skills in a way that contributes to achieving the desired goals, and reflects positively on the learners.
- Emphasizing the importance of having life skills-based education programs and projects in middle school schools due to its role in achieving many goals.
- Emphasizing the importance of having a comprehensive strategy for teaching and developing life skills among learners in middle school schools through the various curricula.
- Encouraging the ideas that come from the learners, and providing the necessary resources and materials to produce and produce these ideas.
- Emphasizing the importance of community partnership to develop life skills.

- Conducting a field study on the feasibility of teaching life skills in the intermediate stage, provided that the study sample includes teachers, students, parents and school principals.

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