The Availability of the 21st Century Skills in the Sport and Health for All Curriculum of the Undergraduate University Students in Al-Balqaa Applied University, Jordan

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Abstract The current study aimed at exploring the availability of the 21st century skills in the sport and health for all curriculum designed and introduced for the undergraduate university students in Al-Balqaa University, Jordan. The study adopted the descriptive analytical design. The study analyzed the objectives, activities and the assessment questions of the sport and health for all curriculums through using a researcher-developed checklist that included indicators for three major skills: the learning and innovations skills, information and technology skills, and life and work skills. The results of the study revealed that learning and innovation skills (59.73%) are available to a moderate degree, the life and work skills (38.38%) are available to a low degree, whereas the information and technology skills are available to a very low degree (1.87%). The results of the current study revealed that the mean score for the availability of the 21st century skills in the sport and health for all curriculum designed for the undergraduate students in Al-Balqaa university was 33.33%, which is a low degree of availability. The study concluded that there was a significant shortage of including the 21st century skills in the sport and health for all curriculums designed and introduced for the undergraduate university students in Al-Balqaa University, Jordan. The study recommended performing a thorough revision of the curriculum content

and improving the content through integrating more of the 21st century skills in order to enable the students cope with the challenges of the 21st century.

Keywords 21st Century Skills, Life and Work, Information and Technology, Learning and Innovation, Physical Education

1. Introduction

Countries strive to achieve the best levels of life for their people, so it is noted that they are making efforts and devoting capabilities and wealth in order to build a sophisticated civilized society that interacts with the changes of this era [1]. The requirements of the age have become closely linked to the set of skills required by the work that the learner prepares, so the great goal of learning has become to support students in their scientific and practical lives, and as a result, educators have called for education to be able to provide learners with the skills necessary to succeed in their societies and work in the twenty-first century [2].

Since the school curriculum is considered the means of education to keep pace with large and successive changes, it is one of the most important systems that make up the

educational system that reflects the philosophy of the society to which it belongs, and in this light Al-Anzi study [3] showed that the curriculum should be designed with great care in terms of choosing its components and the organization of its educational experiences and its production in form and content at various school stages [3]. The school curriculum is one of the most important means and methods by which to enhance values and gain various knowledge and skills [2]. Al-Melhem explained that developing curricula is an ongoing process that needs Continuous evaluation processes for the curriculum whose content is the most important component as a true translation of the goals, discovering its strengths and weaknesses, and providing a basis for reviewing and modifying them when needed [4]. This is called by the goals of the Human Resources Development Plan released by the Ministry of Economy and Planning to "continue to evaluate public education systems and build advanced educational curricula that seek to achieve the comprehensive growth of the learner who is able to succeed in his community and solve his problems." [4]

The 21st century skills are a necessary requirement that helps learners to adapt to the rapid changes that characterize this era [5]. They desperately need a set of skills that enable them to coexist with life and confront their problems in a positive way [4]. Since education is the first block that develops the personality of the individual and through which the personality of the society is formed, it was the first to search in the educational system to find out the reality of building the Saudi personality that possesses skills and enables him to work and life, and rely on communication with others on modern technologies and to possess skills Solve problems in creative ways [5].

Al-Shamrani [6] conducted a study aimed at highlighting the importance of integrating the twenty-first century skills in teaching basic subjects. The researcher used a set of activities in which students work quickly and collaborate with their teammates with their use of the twenty-first century skills in deciphering five puzzles related to the content of scientific subjects, it was applied to different groups of intermediate, secondary and university students. The results reached the effectiveness of integrating the skills of the twenty-first century in teaching basic subjects in making the learning environment better, as the skills of the twenty-first century helped students to participate and collaborate among students in an enjoyable and positive way [6].

In another study carried out by El-harbi et al that aimed to develop the English curriculum for the third preparatory grade in the light of the skills of the twenty-first century, the researcher used the descriptive analytical approach and the tool consisted of a list of criteria for the English curriculum for the third preparatory grade in the light of the skills of the twenty-first century. The results of the study concluded that the English language curriculum for the third grade did not meet the required competence in the

skills of the twenty-first century (80%) or more in each element of the curriculum, in addition to the fact that the level of third-graders' acquisition of the skills of the twenty-first century did not also reach the required sufficiency [7].

The purpose of this study is to investigate to what extent are the 21st century skills are available in the Sport and health for all curriculum designed and introduced for the undergraduate university students in Al-Balqaa Applied University, Jordan.

Research significance

The significance of this study is highlighted in revealing the degree of inclusion of the skills of the twenty-first century in the curriculum of the Sport and health for all designed for the undergraduate university students through analyzing the content of the curriculum. The importance of this study is highlighted in the following: It increases awareness and interest in the skills of the twenty-first century and includes them in the general curricula in general and the undergraduate level curricula in particular. It provides a theoretical framework on the importance of 21st century skills for undergraduate university students. Moreover, the current study provides a list of the skills of the twenty-first century that can be used in facing new requirements for success in the society of the twenty-first century.

In addition, it is hoped that this study will contribute to satisfying students' needs of different skills that will help them meet the new requirements for success in the twenty-first century. Besides, it opens the way for intermediate school curriculum developers to learn about deficiencies and work to avoid them, as well as enhancing strengths by reorganizing the content of English language curricula and including it for the skills of the twenty-first century.

Research Methods

This study is a descriptive analytical research method through analyzing the content of the sport and health for all curriculum, quantifying the frequency and percentages of the 21st century skills and analyzing the availability of these skills in the analyzed curriculum.

Research population and sample

The research population was the sport and health for all curriculum designed and introduced for the undergraduate university students enrolled in the physical education specialization in Al-Balqaa Applied University in Jordan.

The curriculum is accredited from the Jordanian ministry of higher education and consists of six units distributed over 142 pages. All objectives, activities,

assessment questions and content in the curriculum were included in the analysis process.

Research instrument

The researcher designed an analysis card in order to explore the availability of the 21st century skills in the objectives, activities and assessment questions in the sport and health for all curriculum designed for the undergraduate students in Al-Balqaa Applied University, according to the following steps:

1. The researcher prepared a list of the skills of the twenty-first century based on literature reviews and previous studies, relying mainly on the 21st century skills framework of the Learning Partnership for the 21st Century in the United States, which is an organization founded under the supervision of the US Ministry of Education and dozens of educational and political societies and a number of commercial companies.
2. Building the data collection instrument based on the 21st century skills.
3. Submitting the primary version of the data collection tool to a group of referees to assess the validity of the instrument.
4. The reliability of the data collection tool was ensured through the analysis of two different researchers and comparing the results of the two analyses using Holsti equation by calculating the degree of agreement and disagreement between the two analyses.
5. Preparing the final version of the data collection tool after taking in consideration the amendments recommended by the jury members.
6. Building the analysis card that was used to analyze the content of the sport and health for all curriculum and explore the availability of the 21st century skills.

Analysis criteria

The researcher relied on the frequency to quantify the indicators for each domain of the 21st century skills. This would indicate the power of presence of the value in each domain of the primary and secondary analysis domains, and its concentration percentage. This was reported as the best method to analyze the content of a curriculum.

Data analysis

The researcher used the following statistical processing tests: Holsti equation to test and ensure the reliability of the data collection tool, descriptive statistics (frequencies and percentages) to calculate the availability of each sub-skill. To determine the standard of judgment on the degree of availability of the 21st century skills, the scoring scale stated in the studies [8,9,10] was adopted as follows:

Table 1. Scoring of the degree of the availability of the 21st century skills in the analyzed curriculum

Percentage		Availability degree
%0	%20	Very low
%20	%40	Low
%40	%60	Moderate
%60	%80	High
%80	%100	Very high

2. Results and Discussion

2.1. The Availability of the 21st Century Skills in the Objectives of the Sport and Health for All Curriculum in Light of the Learning and Innovation Skills

The results shown in table (1) represent the frequencies and percentages for the indicators of learning and innovation skills in the objectives of the sport and health for all curriculum. The results indicate that the indicator “Enable the learner of self-realization” was ranked first by 14 frequencies and a percentage of 18.9%, followed by the indicator “Emphasizes the learner's self-learning strategy in accessing information” by 10 frequencies and a percentage of 13.5%, then the indicator “Develop the scientific method of thinking for the learner” with 4 frequencies and a percentage of 5.4%. In the fourth rank was the indicator “It enhances communication skills in a variety of contexts for the learner” with 2 frequencies and a percentage of 2.7%. with regard to the indicators “It develops the learner's ability to express his thoughts” and “It develops the creative thinking skill of the learner”, they were not available in the objectives of the sport and health for all curriculum.

In addition, the results showed that the total frequencies of the indicators of learning and innovation skills in the objectives of the sport and health for all curriculum was 31 with a percentage of 41.9%, which indicates their availability in a moderate degree.

2.2. The Availability of the 21st Century Skills on the Objectives of Sport and Health for All Curriculum in Light of the Information and Technology Skills

There were no available indicators related to the information and technology skills in the objectives of the sport and health for all curriculum designed for the undergraduate university students at Al-Balqaa Applied University

2.3. The Availability of the 21st Century Skills on the Objectives of Sport and Health for All Curriculum in Light of the Life and Work Skills

The results shown in table (3) represent the frequencies and percentages for the indicators for the life and work skills in the objectives of the sport and health for all curriculum. The results indicated that the indicator “Increase learner awareness of lifelong learning” and the indicator “Promotes the learner’s responsibility towards the environment and society” were ranked first with 10 frequencies and a percentage of 13.51% for each indicator. In the second rank was the indicator “Develop the learner’s planning and management skills” with 6 frequencies and a percentage of 8.1%, followed by the indicator “Develop the professional style of the learner” and a percentage of 5.4%. in the fourth rank was the indicator “The learner’s sense of belonging and citizenship develops towards his homeland” and the indicator “Take into account the different social

values of the learner” with three frequencies for each indicator and a percentage of 4.05%. finally, in the fifth rank were the indicators “It reinforces positive attitudes towards collaborative work” and “It instill Virtuous morals and manners in the learner to respect and appreciate others” with 2 frequencies and a percentage of 2.7% for each of them.

The total frequencies of the indicators of life and work skills in the sport and health for all curriculum were 43 times, with a percentage of 58.1%, which indicated that the life and work skills are available to a moderate degree in the objectives of the sport and health for all curriculum designed for the undergraduate university students in Al-Balqaa Applied University.

Table 2. Frequencies and percentages of the indicators of the learning and innovation skills in the objectives of the sport and health for all curriculum

N	Indicator	Frequency	Percentage	Rank
1	Emphasizes the learner's self-learning strategy in accessing information	10	13.5	2
2	Develop the scientific method of thinking for the learner	4	5.4	3
3	It develops the learner's ability to express his thoughts	0	0	5
4	Develops the critical thinking skill of the learner	1	1.35	2
5	It develops the creative thinking skill of the learner	0	0	5
6	Enable the learner of self-realization	14	18.9	1
7	It enhances communication skills in a variety of contexts for the learner	2	2.7	4
	Total	31	41.9	Moderate
	Mean	4.43		

Table 3. Frequencies and percentages of the indicators of the life and work skills in the objectives of the sport and health for all curriculum

N	Indicator	Frequency	Percentage	Rank
1	Develop the professional style of the learner	4	5.40	3
2	Increase learner awareness of lifelong learning	10	13.51	1
3	Promotes the learner’s responsibility towards the environment and society	10	13.51	1
4	The learner’s sense of belonging and citizenship develops towards his homeland	3	4.05	4
5	Take into account the different social values of the learner	3	4.05	4
6	Develop the learner’s planning and management skills	6	8.10	2
7	Develop the learner’s time management skill	3	4.05	4
8	It reinforces positive attitudes towards collaborative work	2	2.7	5
9	It instill Virtuous morals and manners in the learner to respect and appreciate others	2	2.7	5
	Total	43	58.1	Moderate
	Mean	4.7		

The results shown in table (4) represent the availability degree of the 21st century skills in the sport and health for all curriculum designed for the undergraduate university students in Al-Balaqaa Applied University. The results revealed that the learning and innovation skills were available to a moderate degree (31, 41.89%), and the information and technology skills were not available, and the life and work skills were available to a moderate degree (43, 58.1%).

Table 4. The availability of the 21st century skills in the objectives of the sport and health for all curriculum

N	Subdomains in the objectives	Total	Percentage	Degree
1	Learning and innovation skills	31	%41.89	Moderate
2	Information and technology skills	0	0	Very low
3	Life and work skills	43	%58.10	Moderate
	Total skills	74	13.8	Low

The availability of the 21st century skills on the activities of sport and health for all curriculum in light of the learning and innovation skills

The results shown in table 5 represent the frequencies and percentages of the availability of the learning and innovation skills indicators in the activities of the sport and health for all curriculum. The results revealed that the indicator “Provides the learner with the ability to collect and analyze information.” was ranked first with 19 frequencies and a percentage of 7.36%, followed by the indicator “Encourages the learner to generate and ask many questions to judge things” with 17 frequencies and a

percentage of 6.59%. In the third rank was the indicator “It links the educational and life situations of the learner” with 15 frequencies and a percentage of 5.8%, followed by the indicator “It gives the learner various opportunities to express his thoughts.” With 13 frequencies and a percentage of 5.04%. In the fifth rank was the indicator “Motivating the learner to interpret and clarify phrases and ideas.” With 12 frequencies and a percentage of 4.65%, followed by the indicator “Provides the learner with the ability to combine and connect ideas and to draw practical and scientific ideas” with 11 frequencies and a percentage of 4.26%, similar to the indicator “Emphasizes the learner's self-learning strategy in accessing information”. Moreover, in the seventh rank was the indicator “It places the learner in unfamiliar problems and situations.” And the indicator “Provides the learner with the ability to write expressions explaining his point of view.” With 10 frequencies and a percentage of 3.88% for each of them. In the eighth rank was the indicator “Encourages the learner to generate the most ideas, hypotheses and solutions.” With 4 frequencies and a percentage of 1.55%, followed by the indicator “It enhances communication skills in a variety of contexts for the learner.” With three frequencies and a percentage of 1.16% and the indicator “Provides the learner with the ability to analyze different opinions, perspectives, and events.” With two frequencies and a percentage of 0.77%. Furthermore, the rest of the indicators were not available in the activities of the curriculum.

The results showed that the total frequencies of the learning and innovation skills' indicators was 132 times with a percentage of 51.16%, which indicated their availability to a moderate degree.

Table 5. Frequencies and percentages of the indicators of the learning and innovation skills in the activities of the sport and health for all curriculum

N	Indicator	Frequency	Percentage	Rank
1	Emphasizes the learner's self-learning strategy in accessing information	11	4.26	6
2	It links the educational and life situations of the learner.	15	5.8	3
3	It places the learner in unfamiliar problems and situations.	10	3.88	7
4	Provides the learner with the ability to collect and analyze information.	19	7.36	1
5	Motivating the learner to interpret and clarify phrases and ideas.	12	4.65	5
6	Encourages the learner to generate and ask many questions to judge things.	17	6.59	2
7	Provides the learner with the ability to combine and connect ideas and to draw practical and scientific ideas.	11	4.26	6
8	It enhances communication skills in a variety of contexts for the learner.	3	1.16	9
9	It gives the learner various opportunities to express his thoughts.	13	5.04	4
10	Provides the learner with the ability to write expressions explaining his point of view.	10	3.88	7
11	Provides the learner with the ability to analyze different opinions, perspectives, and events.	2	0.77	10
12	Encourages the learner to generate the most ideas, hypotheses and solutions.	4	1.55	8
13	Encourages the learner to generate new ideas and unconventional solutions.	0	0	11
14	It promotes the learner's use of various methods to solve a problem.	0	0	11
15	Ask the learner to distinguish similarities and differences.	5	1.94	8
16	It helps the learner to generate creative and unconventional ideas.	0	0	11
17	Encourages the learner to employ creative ideas on the ground.	0	0	11
	Total	132	51.16	Moderate
	Mean	7.76		

Table 6. Frequencies and percentages of the indicators of the information and technology skills in the activities of the sport and health for all curriculum

N	Indicator	Frequency	Percentage	Rank
1	Deepening the learner's awareness of positive attitudes towards modern technologies.	0	0	4
2	It helps the learner to acquire new skills in the use of modern technologies.	0	0	4
3	It requires the learner to critically analyze the electronic content	1	0.39	2
4	Directing the learner to refer to more than one source to access the information.	0	0	3
5	Providing the learner with the skill to access information efficiently (time) and effectively (the source).	0	0	3
6	Direct the learner to use the most suitable tools for media production.	0	0	3
7	Motivating the learner to pass judgment on the quality of the media.	1	0.39	2
8	Motivating the learner to pass judgment on the effectiveness of multiple technological tools and techniques.	0	0	3
9	Instructing the learner to use various technological tools in teaching and learning such as (computers, multimedia, social media, etc).	3	1.16	1
10	Promotes positive learner attitudes towards different cultures.	0	0	3
11	It enhances the learner's ability to express and interpret in diverse and multicultural environments.	0	0	3
12	Development of the academic integrity of the learner in dealing with and transferring information through (citation, referring statements etc)	0	0	3
	Total	5	1.94	Very low
	Mean	0.42		

The availability of the 21st century skills on the activities of sport and health for all curriculum in light of the information and technology skills

The results shown in table 6 represent the frequencies and percentages of the availability of the information and technology skills indicators in the activities of the sport and health for all curriculum. The results revealed that the indicator "Instructing the learner to use various technological tools in teaching and learning such as (computers, multimedia, social media, etc.)" was ranked first with 3 frequencies and a percentage of 1.16%, followed by the indicator "It requires the learner to critically analyze the electronic content" and the indicator "Motivating the learner to pass judgment on the quality of the media." In the second rank with a single frequency and a percentage of 0.39% for each indicator.

In addition, the results revealed that the total of the indicators of the information and technology skills in the activities of the sport and health for all curriculum was 5 with a percentage of 1.94%, which indicated their availability in a very low degree.

The availability of the 21st century skills on the activities of sport and health for all curriculum in light of the life and work skills

The results shown in table 7 represent the frequencies and percentages of the availability of the life and work skills indicators in the activities of the sport and health for all curriculum. The results revealed that the indicator "Encourages the learner to discuss community issues and

interests." was ranked first with 20 frequencies and a percentage of 7.75%, followed by the indicator "Encourages the learner to learn lifelong" and the indicator "Encourages the learner to work effectively with others." with 16 frequencies and a percentage of 6.2% for each of them. In the third rank was the indicator "Motivating the learner to plan to achieve the desired results." With 14 frequencies and a percentage of 5.43%, followed by the indicator "Guide the learner to invest in his strengths." With 11 frequencies and a percentage of 4.26%.

Moreover, in the fifth rank was the indicator "Connects past and future learner experiences." With 10 frequencies and a percentage of 3.88%, followed by the indicator "Develop the learner's ability to initiate and lead." With 8 frequencies and a percentage of 3.1%. In the seventh rank was the indicator "The development of the spirit of belonging and citizenship of the learner towards his homeland." With 7 frequencies and 2.71%, followed by the indicator "Encourages the learner to adapt to different roles and responsibilities." With 6 frequencies and a percentage of 2.32%, then the indicator "Instruct the learner to discover and reinforce his weaknesses." With 5 frequencies and a percentage of 1.94%.

In the tenth rank was the indicator "Guide the learner to project management with high efficiency." and the indicator "Develop a sense of responsibility and bear the results for the learner." With 3 frequencies and a percentage of 1.16% for each indicator, followed by the indicator "Encourages the learner to accept the opinions of others and their reactions in a flexible environment." And the indicator "It develops the learner's ability to manage time and complete tasks on time." With a single frequency

and a percentage of 0.39% for each of them. For the rest of the indicators, it was found that they were not available in the activities of the sport and health for all curriculum.

The results revealed that the total of the indicators for the health and work skills in the activities of the sport and health for all curriculum was 121 times with a percentage of 46.89%, which revealed that they are available to a moderate degree.

The results presented in table 8 represent the availability degree of the 21st century skills in the activities of the sport and health for all curriculum. The results revealed that the learning and innovations skills were available in a moderate degree with 132 frequencies and a percentage of 51.16%, while the information and technology skills were available in a very low degree (1.94%). In addition, the life and work skills were available to a moderate degree (46.89%).

Table 7. Frequencies and percentages of the indicators of the life and work skills in the activities of the sport and health for all curriculum

N	Indicator	Frequency	Percentage	Rank
1	It contributes to developing the self-monitoring of the learner, setting priorities and accomplishing the required without direct supervision.	0	0	12
2	Encourages the learner to adapt to different roles and responsibilities.	6	2.32	8
3	Enabling the learner to work effectively in an atmosphere of ambiguity and changing priorities.	0	0	12
4	Encourages the learner to accept the opinions of others and their reactions in a flexible environment.	1	0.39	11
5	Encourages the learner to learn lifelong.	16	6.20	2
6	Connects past and future learner experiences.	10	3.88	5
7	Develop the learner's ability to initiate and lead.	8	3.1	6
8	Guide the learner to project management with high efficiency.	3	1.16	10
9	Motivating the learner to perform multiple tasks during a specific time period.	0	0	12
10	Guide the learner to invest in his strengths.	11	4.26	4
11	Instruct the learner to discover and reinforce his weaknesses.	5	1.94	9
12	Develop a sense of responsibility and bear the results for the learner.	3	1.16	10
13	Motivating the learner to plan to achieve the desired results.	14	5.43	3
14	It develops the learner's ability to manage time and complete tasks on time.	1	0.39	11
15	The development of the spirit of belonging and citizenship of the learner towards his homeland.	7	2.71	7
16	Encourages the learner to discuss community issues and interests.	20	7.75	1
17	Encourages the learner to respond to different social values.	0	0	12
18	Encourages the learner to work effectively with others.	16	6.2	2
19	Instilling good morals and manners for the learner in respecting and appreciating others.	0	0	12
	Total	121	46.89	Moderate
	Mean	6.37		

Table 8. The availability of the 21st century skills in the activities of the sport and health for all curriculum

N	Subdomains in the activities	Total	Percentage	Degree
1	Learning and innovation skills	132	%51.16	Moderate
2	Information and technology skills	5	%1.94	Very low
3	Life and work skills	121	%46.89	Moderate
	Total skills	258	%48.31	Moderate

The availability of the 21st century skills on the assessment questions of sport and health for all curriculum in light of the learning and innovation skills

The results shown in table 9 represent the frequencies and percentages for the available indicators related to the assessment questions in the sport and health for all curriculum. The results indicated that the indicator "Encourages the learner to generate and ask many questions to judge things." And the indicator "It gives the learner various opportunities to express his thoughts." was ranked first with 25 frequencies and a percentage of 12.37% for each indicator, followed by the indicator "Giving the learner the ability to write expressions explaining his point of view." With 21 frequencies and a percentage of 10.39%.

In the third rank was the indicator "Providing the learner with the ability to collect and analyze information." With 20 frequencies and a percentage of 9.9%, followed by the indicator "Promote the learner's self-learning strategy in accessing information." And the indicator "Motivating the learner to interpret and clarify phrases and ideas." With 15

frequencies and a percentage of 7.42% for each indicator. After that was the indicator "Giving the learner the ability to combine and link ideas and to draw practical and scientific ideas." With 14 frequencies and a percentage of 6.93%, and the indicator "It links the educational and life situations of the learner." With 8 frequencies and a percentage of 3.96%. in the seventh rank was the indicator "Ask the learner to distinguish similarities and differences." With 7 frequencies and a percentage of 1.98%. for the indicator "Giving the learner the ability to analyze different points of view, opinions and events" it was ranked ninth with 2 frequencies and a percentage of 0.99%. The rest of the indicators related to the learning and innovation skills were not available in the assessment questions of the sport and health for all curriculum.

The results showed that the total of indicators related to the learning and innovation skills in the assessment questions of the sport and health for all curriculum was 156 times with a percentage of 77.23%, which revealed that they are available to a high degree.

Table 9. Frequencies and percentages of the indicators of the learning and innovation skills in the assessment questions of the sport and health for all curriculum

N	Indicator	Frequency	Percentage	Rank
1	Promote the learner's self-learning strategy in accessing information.	15	7.42	4
2	It links the educational and life situations of the learner.	8	3.96	6
3	It places the learner in unfamiliar problems and situations.	4	1.98	8
4	Providing the learner with the ability to collect and analyze information.	20	9.9	3
5	Motivating the learner to interpret and clarify phrases and ideas.	15	7.42	4
6	Encourages the learner to generate and ask many questions to judge things.	25	12.37	1
7	Giving the learner the ability to combine and link ideas and to draw practical and scientific ideas.	14	6.93	5
8	It enhances communication skills in a variety of contexts for the learner.	0	0	10
9	It gives the learner various opportunities to express his thoughts.	25	12.37	1
10	Giving the learner the ability to write expressions explaining his point of view.	21	10.39	2
11	Giving the learner the ability to analyze different points of view, opinions and events.	2	0.99	9
12	Encourages the learner to generate the most ideas, hypotheses and solutions.	0	0	10
13	Encourages the learner to generate new ideas and unconventional solutions.	0	0	10
14	It promotes the learner's use of various methods to solve a problem.	0	0	10
15	Ask the learner to distinguish similarities and differences.	7	3.46	7
16	It helps the learner to generate creative and unconventional ideas.	0	0	10
17	Encourages the learner to employ creative ideas on the ground.	0	0	10
	Total	156	77.23	High
	Mean	9.2		

Table 10. Frequencies and percentages of the indicators of the information and technology skills in the assessment questions of the sport and health for all curriculum

N	Indicator	Frequency	Percentage	Rank
1	Deepening the learner's awareness of positive attitudes towards modern technologies.	0	0	3
2	It helps the learner to acquire new skills in the use of modern technologies.	0	0	3
3	It requires the learner to critically analyze the electronic content	0	0	3
4	Directing the learner to refer to more than one source to access the information.	3	1.48	1
5	Providing the learner with the skill to access information efficiently (time) and effectively (the source.(	0	0	3
6	Direct the learner to use the most suitable tools for media production.	0	0	3
7	Motivating the learner to pass judgment on the quality of the media.	1	0.49	2
8	Motivating the learner to pass judgment on the effectiveness of multiple technological tools and techniques.	0	0	3
9	Instructing the learner to use various technological tools in teaching and learning such as (computers, multimedia, social media, etc(.	1	0.49	2
10	Promotes positive learner attitudes towards different cultures.	0	0	3
11	It enhances the learner's ability to express and interpret in diverse and multicultural environments.	0	0	3
12	Development of the academic integrity of the learner in handling and transmitting information through (documentation, the ratio of information to those who say it etc(	0	0	3
	Total	5	2.48	Very low
	Mean	0.42		

The availability of the 21st century skills on the activities of sport and health for all curriculum in light of the information and technology skills

The results shown in table 10 represent the frequencies and percentages for the available indicators related to the information and technology skills in the assessment questions of the sport and health for all curriculum.

The results revealed that the indicator "Directing the learner to refer to more than one source to access the information: was ranked first with 3 frequencies and a percentage of 1.48%, followed by the indicator "Motivating the learner to pass judgment on the quality of the media" and the indicator "Instructing the learner to use various technological tools in teaching and learning such as (computers, multimedia, social media, etc) with a frequency of one and a percentage of 0.49% for each indicator. In addition, the rest of the indicators were not available in the assessment questions of the sport and health for all curriculum.

The results revealed that the total of the indicators related to the information and technology skills in the assessment questions of the sport and health for all curriculum was 5 indicators (2.48%), which indicated that they were available to a very low degree.

The availability of the 21st century skills on the assessment questions of sport and health for all curriculum in light of the life and work skills

The results shown in table 11 represent the frequencies

and percentages of the available indicators related to the life and work skills in the assessment questions of the sport and health for all curriculum. The results revealed that the indicator "Motivating the learner to plan to achieve the desired results" and the indicator "Encourages the learner to discuss community issues and interests" were ranked first with 8 frequencies and a percentage of 3.96% for each indicator, followed by the indicator "Encourages the learner to learn lifelong" with 7 frequencies and a percentage of 3.46%, then the indicator "The development of the spirit of belonging and citizenship of the learner towards his homeland" with five frequencies and a percentage of 2.47%. in the fourth rank was the indicator "Connects past and future learner experiences" with three frequencies and a percentage of 1.48%. then were the indicator "Guide the learner to project management with high efficiency" and the indicator "The learner directed to invest his strengths" with two frequencies and a percentage of 0.99% for each indicator, followed by the indicator "Encourages the learner to adapt to different roles and responsibilities", the indicator "Instruct the learner to discover and reinforce his weaknesses", and the indicator "Encourages the learner to respond to different social values" with a single frequency and a percentage of 0.49% for each indicator.

The results showed that the total of the available indicators related to the life and work skills in the assessment questions of the sport and health for all curriculum was 41 times (20.29%), which revealed that they are available to a low degree.

Table 11. Frequencies and percentages of the indicators of the life and work skills in the assessment questions of the sport and health for all curriculum

N	Indicator	Frequency	Percentage	Rank
1	It contributes to developing the self-monitoring of the learner, setting priorities and accomplishing the required without direct supervision.	0	0	6
2	Encourages the learner to adapt to different roles and responsibilities.	1	0.49	5
3	Enabling the learner to work effectively in an atmosphere of ambiguity and changing priorities.	0	0	6
4	Encourages the learner to accept the opinions of others and their reactions in flexible environment.	0	0	6
5	Encourages the learner to learn lifelong.	7	3.46	2
6	Connects past and future learner experiences.	3	1.48	3
7	Develop the learner's ability to initiate and lead.	0	0	6
8	Guide the learner to project management with high efficiency.	2	0.99	4
9	Motivating the learner to perform multiple tasks during a specific time period.	0	0	6
10	The learner directed to invest his strengths.	2	0.99	4
11	Instruct the learner to discover and reinforce his weaknesses.	1	0.49	5
12	Develop a sense of responsibility and bear the results for the learner.	0	0	6
13	Motivating the learner to plan to achieve the desired results.	8	3.96	1
14	It develops the learner's ability to manage time and complete tasks on time.	1	0.49	5
15	The development of the spirit of belonging and citizenship of the learner towards his homeland.	5	2.47	3
16	Encourages the learner to discuss community issues and interests.	8	3.96	1
17	Encourages the learner to respond to different social values.	1	0.49	5
18	Encourages the learner to work effectively with others.	2	0.99	4
19	Instilling good morals and manners for the learner in respecting and appreciating others.	0	0	6
	Total	41	20.29	Low
	Mean	2.16		

Table 12. The availability of the 21st century skills in the assessment questions of the sport and health for all curriculum

ر	Subdomains in the assessment questions	Total	Percentage	Degree
1	Learning and innovation skills	156	%77.23	High
2	Information and technology skills	5	%2.48	Very low
3	Life and work skills	41	%20.29	Low
	Total skills	202	%37.82	Low

The results shown in table 12 represent the total available 21st century skills (learning and innovation, information and technology, and life and work skills) in the assessment questions of the sport and health for all curriculum designed and introduced for the undergraduate students in Al-Balqaa Applied University. The results revealed that the learning and innovation skills were available to a high degree (n=155, 77.23%), whereas the

information and technology skills were available to a very low degree (n=5, 2.48%). In addition, the life and work skills were available to a low degree (n=41, 20.29%).

The results shown in table 13 represent the total available 21st century skills (learning and innovation, information and technology, and life and work skills) in the objectives, activities and the assessment questions of the sport and health for all curriculum designed and introduced for the undergraduate students in Al-Balqaa Applied University. The results revealed that the learning and innovation skills were available to a moderate degree (59.73%), the information and technology skills were available to a very low degree (1.87%), whereas the life and work skills were available to a low degree (38.38%). The results of the current study revealed that the mean score for the availability of the 21st century skills in the sport and health for all curriculum designed for the undergraduate students in Al-Balqaa university was 33.33%, which is a low degree of availability.

Table 13. The availability of the 21st century skills in the sport and health for all curriculum

N	Skills	Objectives	Activities	Assessment questions	Total	Percentage	Degree
1	Learning and innovation skills	31	132	156	319	%59.73	Moderate
2	Information and technology skills	0	5	5	10	%1.87	Very low
3	Life and work skills	43	121	41	205	%38.38	Low
	Total				534	%33.33	Low

3. Discussion

It is noted from the results related to the degree of availability of the 21st century skills in the objectives of the sport and health for all curriculum introduced for the undergraduate university students that learning and innovation skills, in addition to the life and work skills have been included in a moderate degree, while information and technology skills have been completely overlooked. The researcher attributes this result to the nature of the course content and its ability to activate the largest number of physical and mental processes by exciting learners and encouraging them to learn and innovate and support critical thinking[11]. As for the low and absence of information and technology skills, it may be attributed to the poor interest in the content of the course in media and technical means and their applications. The researcher attributes this to the fact that the curriculum development process has focused heavily on some of the skills of the current century, such as scientific thinking skills, problem solving and self-learning skills, without paying attention to a number of other skills related to information and technology [12].

The results of the current study are in line with the findings reported by [8] and [11] with regard to the availability of the learning and innovation and the life and work skills to a moderate degree. Whereas it differs with regard to the findings related to the information and technology, as [11,12] study reported its moderate availability, and this could be referred to the different nature of the curriculum analyzed in both studies.

In addition, the results of the current study are consistent with the findings of [13] study, which revealed the superiority if the learning and innovation skills and life and work skills with regard to the availability in the higher education curriculums over the information and technology skills, and with regard to the weakness of representation of information and technology skills in these curricula.

The results related to the availability of the 21st century skills in the activities of the sport and health for all curriculum revealed that the learning and innovation skills and life and work skill were available to a moderate degree, whereas the information and technology skills were available to a very low degree. This was referred to that the activities included in the curriculum were focusing on developing the learner's abilities in the different educational contexts and situations, in addition to directing

and guiding the learners to the lifelong learning and discovering the strength and weakness points rather than focusing on using the technical skills and the media in the educational process.

The results of this study are consistent with the results reported by [4] who reported that there is a significant lack of including the digital citizenship skills in the physical fitness curriculum in Jordan. In addition, the results are in line with the findings reported by [14], which indicated that the availability of the knowledge experiences in the physical fitness curriculum was at a moderate degree.

On the other hand, the results of the present study are inconsistent with the results reported by [15], which revealed that there is a significant lack in including the creativity and innovation skills, the critical thinking skills and the problem solving skills in the English language curriculum introduced for undergraduate students in AL-Yarmouk university, and this could be referred to the difference in the curriculum context and content, in addition to the difference of the learning environment.

It is obvious from the previously presented results that the learning and innovation skills were available to a high degree in the assessment questions, whereas the life and work skills were available to a moderate degree and the information and technology skills were available to a very low degree.

The high degree of including the learning and innovation skills in the assessment questions of the sport and health for all curriculum might be referred to the connection between the assessment questions and the learning objectives, and its focus on the learning outcomes. The lack of life and work skills and the information and technology skills might be referred to the lack of employing learning experiences of the learner and the media means and technologies in the assessment questions of the curriculum content.

The results of the present study are consistent with the results reported by Hajja [16] that indicated a significant lack of including the information and technology skills and the life and work skills in the sport and health curricula introduced for the higher education students in Palestine. On the other hand, they are different in the degree of the availability of the learning and innovation skills. This might be attributed to the difference in the curriculum nature and context.

In general, the previously presented results revealed a significant shortage and lack of including the 21st century skills in the objectives, activities and assessment questions

in the sport and health for all curriculum introduced for the undergraduate students enrolled in Al-Balqaa university. This is in line with the previous studies such as [4], [14],[16], which totally reported that there is a significant lack in including the 21st century skills in different curricula, and that the current curricula are characterized by the ignorance of key 21st century skills, and not focusing on preparing the learning to face the challenges of the 21st century.

4. Conclusions

In conclusion, the study revealed that there is low integration of the 21st century skills (learning and innovation, life and work, information and technology skills) in the sport and health for all curriculum designed and introduced for the undergraduate university students in Al-Balqaa university. This weak integration was referred to the nature of the curriculum and the lack of efforts to improve the curriculum. The study recommends performing a thorough revision of the sport and health for all curriculum in order to integrate the 21st century skills, which will enable the students to cope with the challenges of the 21st century skills.

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