Lifelong Education Strategies and Their Relationship to Achieving Personal Happiness Among Teachers of Al-Kharj Governorate

Sahar Abdo Mohamed Elsayed[1,*] & Maleha Mohamed Zaaf Alqahtani[1]

[1]Professor of Gramer and Language, College of Education - Prince Sattam Bin Abdulaziz University - Al-Kharj 11942, Saudi Arabia

*Correspondence: Professor of Curricula and Mathematics Education, College of Education - Prince Sattam Bin Abdulaziz University - Al-Kharj 11942, Saudi Arabia. ORCID: https://orcid.org/0000-0003-4320-7426. E-mail: s.elsayed@psau.edu.sa

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Abstract

This research studies the relationship between lifelong education strategies and achieving personal happiness among teachers of Al-Kharj Governorate. The research used the descriptive, correlational method, and the sample contained teachers, Al-Kharj Governorate- second semester of the academic year 2024. The research linked to the fourth goal of the Sustainable Development Goals 2030 “Quality Education” and its executive objectives cantered on “Education transforms lives”, and the importance of achieving their educational life quality and personal happiness as individuals to meet the labor market requirements in the contemporary industrial revolutions' era. To answer the research questions, the study used two tools prepared by the researchers: a scale of the personal happiness, and a personal interview card to survey opinions on how to achieve personal happiness through lifelong education strategies. The results are expected to show a strong, statistically significant relationship between lifelong education strategies and the degree of achieving personal happiness among teachers of Al-Kharj Governorate. Because it is a major requirement for achieving success in life and achieving personal happiness for the individual and society.

Keywords: personal happiness, lifelong education, sustainable development 2030

1. Introduction

Educational systems seek to highlight the role of the personal happiness in moving the wheel of the knowledge economy and meeting the future aspirations of students.

Lifelong education strategies are considered an essential source in achieving personal happiness in the era of contemporary industrial revolutions. Because the advanced technology environment makes students creative and self-directed in twenty-first-century society, motivated to research, learn, analyze, participate, and communicate effectively with each other and all parties of the educational process (Terling, et al., 2013).

Given the importance of education in various areas of daily life, the importance of developing its learning skills becomes clear to achieve maximum effectiveness in the educational process and meet the needs of society (El-Sayed, 2019).

The National Council of Teachers of Mathematics (NCTM) standards document, entitled: Education and Lifelong Professional Development for Mathematics Teachers, indicates the importance of successful mathematics teaching in achieving continuous professional growth through specific tasks and specific contexts (NCTM, 2007). The results of (Mustafa, Bakr, 2013) also shed light on achieving professional growth among university students through the existence of a significant relationship between quality of life and both: belonging and social acceptance among university students. The results of Wu (2013) found that subjective well-being can be defined as an individual assessment of happiness and that its most prominent dimensions are life, study, and emotions satisfaction, and levels of experience. In this regard, Pellegrino (2017) confirmed the importance of continuous mathematics education in light of Technical development in the twenty-first century and achieving quality of academic life, through the report Education for Life and Work: Developing transferable knowledge and skills in the twenty-first century, its role in

productive thinking about its educational and social impacts, its importance for success in education and work, and the design of teaching in areas such as reading, mathematics, and science to enhance their development, and their impact on curriculum, instruction, assessment, teacher experiences, and professional development (Pellegrino, 2017).

The research problem is the scarcity of studies on lifelong education strategies and their relationship to the personal happiness among teachers of Al-Kharj Governorate. It uses all smart learning methods that meet the requirements of future skills, and thus contributes to ensuring the personal happiness through professional growth in the specialization to meet the aspirations of the labor market and achieve the 2030 Sustainable Development Goals. It is also one of the most important initiatives that Vision 2030 is working on with all its programs. In addition to the low quality of performance indicators in the learning outcomes in the field of values in the teaching and learning standard compared to the field of knowledge and skills, Therefore, we need to know how to manage and achieve these trends at the academic level using methods and methods that achieve learning outcomes in the field of emotional values at the personal and social level to ensure the personal happiness among teachers of Al-Kharj Governorate.

Achieving personal happiness contributes to meeting the requirements of the knowledge economy, the challenges of the labor market, and developing future skills.

Siliang et al. (2023) intereisted in Deep learning has been advocated as the predominant modelling method in the next-generation green building energy systems for energy prediction, predictive maintenance and control optimization**.**

Also (Win & Aniko, 2023) Contemporary youth require novel talents and fluencies due to the profound changes that are taking place in society. From school education to professional development and lifelong learning, everyone needs to have twenty-first-century skills to cope with these changes and the new normal. Lifelong learning should be the guiding idea for the future revitalization of the teaching profession.

The results of (Ghazala & Al-Sayed, 2019) concluded that: The reality of the trend of Al-Jouf University students towards using Blackboard in e-learning was significant. There is a statistically significant positive correlation between the student's trend towards using Blackboard and academic subjective well-being. It can also be predicting the tendency of students towards using Blackboard in e-learning from academic subjective well-being, and the presence of statistically significant differences at the level (0.01) between the responses of sample members regarding the tendency towards using Blackboard in learning attributed to gender (males - females) in favour of females.

Warner (2017) highlighted facilitating learning at all levels of educational stages to create effective innovators and inventors in the twenty-first century as a primary goal of education at the present time. The study applied a qualitative research design where interviews were conducted with teachers and students to determine their perceptions about the effectiveness of these strategies. The teachers indicated that they gained a better perspective of the classroom teaching and learning environment. Students pointed to the strong relationship between mathematics and the real world, and its role in developing communication through planned collaboration sessions. The use of technology provides a framework for communication and thinking, increasing students' self-confidence and self-efficacy as they take on, they have responsibility for their learning**.**

Greifmeijer et al. (2017) were interested in presenting a working paper that focused on discussing the preparation of mathematics students to engage in society with increasing technology and digitization. They also raised questions about what mathematical competence means in today's world, and what transformations must be made in both content and teaching methods. To prepare students for 21st-century skills and mathematical thinking.

Despite the advantages that have been gained from the results of these researches and studies on achieving personal happiness among teachers, they still face several challenges that prevent them from reaching the desired level of achievement. There is no study concerned with studying the relationship between lifelong education strategies and achieving personal happiness among teachers of Al-Kharj Governorate, whether in a comprehensive or specialized context. The current study is distinguished by addressing a number of variables, research methods, and subtraction mechanisms that were not addressed in any of the previous studies. Likewise, none of the previous studies addressed most of the objectives of the current study, especially with regard to studying the relationship between lifelong education strategies and achieving the personal happiness among teachers of Al-Kharj Governorate, which serve as the starting points or foundations on which the current study is based.

Based on the above, the need to conduct current research on strategies for lifelong education and personal happiness emerged. The dimensions of the problem may become clear by answering the main question: Is there a strong, statistically significant direct correlation between lifelong education strategies and achieving personal happiness

among teachers of Al-Kharj Governorate?

Which branches out the following questions:

1. Is there a strong, statistically significant direct correlation between lifelong education strategies and achieving proficiency among mathematics and Arabic teachers of Al-Kharj Governorate?
2. Is there a strong, statistically significant direct correlation between lifelong education strategies and achieving professional success among mathematics and Arabic teachers of Al-Kharj Governorate?
3. Is there a strong, statistically significant direct correlation between lifelong education strategies and achieving educational life quality among teachers of Al-Kharj Governorate?

Research Objectives

1. Identify the degree of the relationship between lifelong education strategies and achieving proficiency among mathematics and Arabic teachers of Al-Kharj Governorate.
2. Identify the degree of the relationship between lifelong education strategies and achieving professional success among mathematics and Arabic teachers of Al-Kharj Governorate.
3. Identify the degree of the relationship between lifelong mathematics education strategies and achieving education life quality among mathematics and Arabic teachers of Al-Kharj Governorate.
4. Identify the degree of the relationship between lifelong education strategies and achieving personal happiness as a whole among mathematics and Arabic teachers of Al-Kharj Governorate.

Research Significance

The current research derives its theoretical and applied importance as an added value as follows**:**

1. Determine the nature of the relationship between lifelomg education strategies and achieving personal happiness among teachers of Al-Kharj Governorate**.**
2. Ensuring quality of mathematics and Arabic learning outcomes in the era of contemporary industrial revolutions, with both knowledge, skills and values**.**
3. Excellence in mathematics and Arabic to achieve the goals of sustainable development 2030 through thinking, mathematical or arithmetic reasoning, and understanding quantitative, logical, engineering, and mathematical relationships**.**
4. Opening new horizons in scientific research on the importance of achieving personal happiness; To develop future labour market skills in the era of contemporary industrial revolutions and achieve sustainable 2030 development goals.

2. Literature Review

The concept of lifelong education is consistent with the fourth goal of the 2030 Sustainable Development Goals, which is: ensuring equitable and comprehensive education for all, and promoting lifelong learning opportunities for all members of society (Education - United Nations Sustainable Development, 2015).

The researchers define it procedurally as: mechanisms for providing mathematics and Arabic teachers with in-depth professional knowledge of mathematics and Arabic, achieving proficiency, and educational life quality, and It is measured by personal happiness scale prepared for this purpose.

An educational life quality It is evident in the behavior of students, as Carol Ryff's point out in six-factor theory (Ryff, 1980): the quality of education life as learners' positive relationship with others, to identify the nature of the student's relationships within his educational environment with teachers, the school, and others, and the impact of this on his acceptance of himself through a group of six factors, which are: acceptance of self and others, positive social relationships with others, independence, environmental mastery, life opportunities, and personal growth (Mustafa, Bakr, 2013, 410).

2.1 Lifelong Education Strategies

The concept of lifelong education is clear in four domains (Xhensila, 2024):

1. Professional knowledge in the field of specialization.

2. Work to acquire skills and competencies.

3. Coexistence for effective communication and respect for other cultures.

4. Teaching a person to be a better-developed personality.

The concept of lifelong education is consistent with the fourth goal of the Sustainable Development Goals 2030, which is: ensuring equitable and comprehensive education for all, and enhancing lifelong education opportunities for all members of society. (Education - United Nations Sustainable Development, 2015).

2.2 Goal 4 Targets

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states. (United Nations, 2023).

The World Economic Forum's Future of Jobs Report (2020-2025), which identifies the ten most important skills required of a graduate to keep pace with the labor market (World Economic Forum, 2020).

In 2025, analytical thinking, creativity, and flexibility will be among the most in-demand skills. Employers believe that critical thinking, analysis, and problem solving will gain increasing importance in the coming years.

The new skills that appear this year are self-management skills, such as active learning, the ability to withstand pressure, and flexibility. The Forum was able to predict that by the year 2050, 85 million jobs will be replaced worldwide, due to the division of labor between the workforce and modern technology, confirming the emergence of 97 million new jobs in 15 current industries whose demand is increasing due to modern technology (Coursera, 2022).

Acquiring these skills is closely linked to lifelong mathematics and Arabic education strategies and their effective role in achieving personal happiness.

In addition to UNESCO stated that education transforms lives and is at the heart of UNESCO's mission to build peace, eradicate poverty and drive sustainable development. It is a human right for all throughout life. The Organization is the only United Nations agency with a mandate to cover all aspects of education. It has been entrusted to lead the Global Education 2030 Agenda through Sustainable Development Goal 4.

UNESCO provides global and regional leadership in education, strengthens education systems worldwide, and responds to contemporary global challenges through education with gender equality as an underlying principle. Its work encompasses quality educational development from pre-school to higher education and beyond (UNESCO, 2023).

Its implementation is also linked to the vision of the National Transformation Program in the Ministry of Education, which is: "Education that drives the national economy," as it seeks (National Transformation Program 2020, 2016, 11):

1. Bridging the gap between higher education outcomes and the labor market.

2. Developing general education.

3. Directing students towards appropriate career and professional options.

4. Rehabilitation and flexibility of movement between different educational paths.

2.3 Examples of Lifelong Education Strategies

Lifelong mathematics and Arabic education strategies are classified according to the following strategies for effective teaching (Al-Khalifa& Mutawa, 2018):

1. General and common.

2. Metacognition.

3. Thinking skills.

4. Constructivist teaching.

5. E-learning.

6. Self-learning.

7. Interactive learning.

This is evident in the following figure:

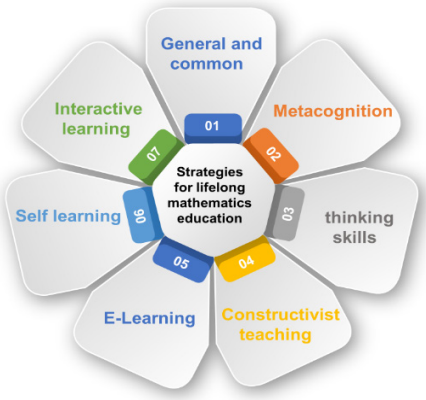

Figure 1. Lifelong Education Strategies

The following are some of lifelong mathematics and Arabic education strategies, for example, but not limited to:

1. Project-based education: Based on learning projects

It is defined as an active learning method in which students discover realistic problems and real challenges, and acquire skills by working in small cooperative groups that help them gain deeper knowledge of the subjects they study, and consolidate knowledge by research and experimentation in a realistic environment (Al-Mutawa, 2018).

Project-based mathematics and Arabic education is considered one of the most important strategies for teaching and learning mathematics, developed according to the scientific series of mathematics by McGraw-Hill, and compatible with the constructivist theory of learning mathematics, which contributes to creating environments that encourage innovation, and organizing and presenting educational experiences according to a pedagogical method that increases the learning process (El-Sayed, 2019).

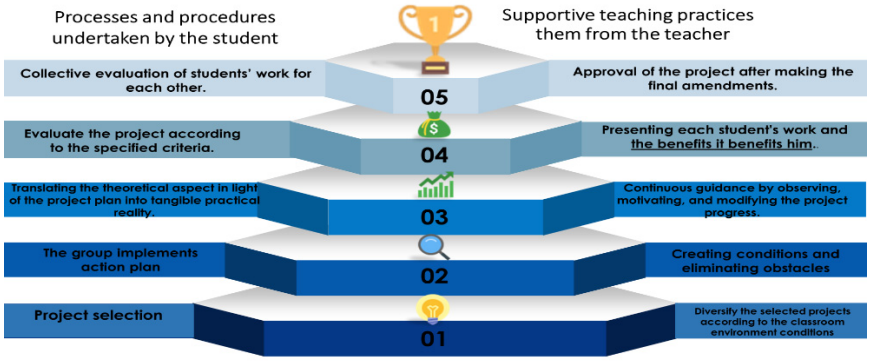

Figure 2. Processes, Procedures, and Teaching Practices That Support Them in Projects

2. Problem-based education

It is one of the modern trends to bring about a qualitative shift in education according to constructivist theory. It is called self-learning or lifelong learning.

Glen & Elaine (2012, 4-5) explain that problem-based learning is: an educational strategy in which learning is led by a problem that challenges students and results in curiosity.

Roles in the processes and procedures undertaken by the student and the teaching practices supporting them are defined by the teacher/faculty member in problem-based education, as shown in the following figure:

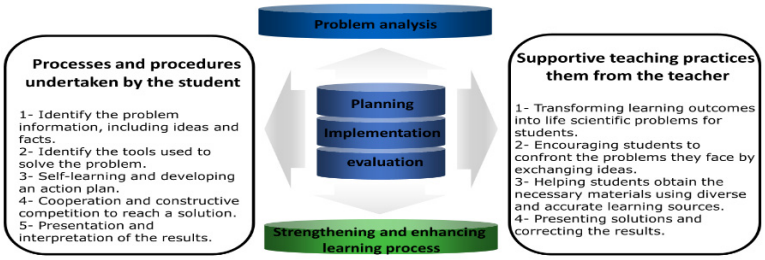

Figure 3. Processes, Procedures, and Teaching Practices That Support Them in Problem-Based Education

Problem-based learning includes sub-strategies, which are: Six hats - tree - SWOT analysis - brainstorming - ideal method - collaborative problem solving (El-Sayed, 2017).

3. SCAMPER Strategy for Generating Creative Ideas

Motyl and Felippi (2014, p244) define it as a method of solving problems that contributes to generating creative ideas. It uses a list of stimulating, thought-provoking questions to suggest some additions or modifications to something that already exists.

It is also known as: a set of educational procedures and tasks used to solve various problems in mathematics mentally using guided and thought-provoking questions, with the aim of achieving expertise, knowledge, and proficiency in mathematics (El-Sayed, 2021).

The SCAMPER strategy includes four steps: (El-Sayed, 2021, 40):

• Understanding and formulating the problem.

• Generating ideas.

• Evaluating ideas.

• Checking and discussing ideas.

There is also a close relationship between the steps of the SCAMPER strategy and the stages of the creative process, as shown by the following diagram:

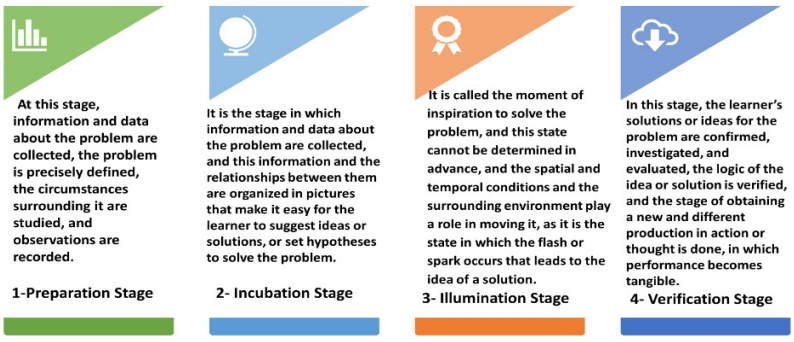

Figure 4. The Relationship of the Steps of the SCAMPER Strategy to the Stages of Problem Solving /Stages of the Creative Process

2.4 The Educational Life Quality

The concept of life Quality is broad. In brief, it measures the level of satisfaction about the most important aspects of mathematics and Arabic education field and specialization.

The Global Liveability Ranking, an annual index that ranks cities in 140 countries according to their quality of urban

life based on an assessment of stability, healthcare, culture, environment, education, sports and infrastructure (The Global Livability Report, 2017).

As for the Organization for Economic Co-operation and Development's index of life quality, it is an index that compares the quality of life between countries based on (11) basic aspects in the organization's view: security, health, income, jobs, balance between life and work, education, level of satisfaction, housing, environment, society, and civic participation (OECD, 2011).

Studies and research on achieving the educational life quality varied, as they focused on developing a structural model of the relationships and influences between academic well-being and each of perfectionism, educational resilience, and achievement among students, and verifying their growth empirically.

Personal happiness of mathematics and Arabic teachers: relation with general feelings towards education and specific aspects of the proficiency, professional success, and educational life quality, modeling the relationships between self-compassion, and educational life quality, modeling the relationships between quality of educational life and engagement: mediating role of educational self-efficacy. (Shalabi et al., 2020; Marija, 2021; Abdellatif, 2022; Fatemeh & Kourosh, 2022)

Therefore, the current research benefits from these advantages in the importance of lifelong education strategies, and in achieving personal happiness to meet the requirements of the future labor market in the era of contemporary industrial revolutions.

3. Methodology

3.1 Research Method

Based on the nature of the topic chosen as a research problem, the descriptive, correlational and analytical method was chosen, because it is distinguished by a set of characteristics: It is considered one of the forms of organized scientific analysis and interpretation to describe a specific phenomenon or problem and depict it quantitatively, by collecting codified information data about the phenomenon or problem, and classifying, analyzing, and subjecting it to an accurate study (Khandakji & Khandakji, 2012, 194). In addition, it usually takes place according to two stages: the first is the stage of exploration and formulation, and the second is the stage of diagnosis and in-depth description, and the two stages are linked, one handing over to the other (Bohoush & Al-Thanibat, 2001, 124).

3.2 Research Determinants

1. The human determinants: The research sample was chosen randomly and systematically after examining the research community in the Department of Mathematics and Arabic– Al-Kharj education management, and the total number of the sample was (34) teachers.
2. Objective determinants: The current research is limited to studying the relationship between lifelong education strategies and achieving personal happiness among mathematics and Arabic teachers of Al-Kharj Governorate.
3. Spatial and temporal determinants: The research tools were applied to a sample of mathematics and Arabic teachers from Department of mathematics and Arabic– Al-Kharj Education Management - the second semester of the academic year 2024 AD.

3.3 Research Tools

The research used two main tools prepared by the researchers, which are the personal happiness scale and the personal interview card, as follows:

1. The personal happiness Scale

The researchers used the personal happiness Scale as a main tool for collecting information and data. It was designed and all data were completed based on the study's variables. It included three domains (proficiency- professional success- educational life quality). It included (5) paragraphs for each of the three domains. The number of the final form of the tool has (15) items, and the wording of the scale's items was based on a five-point Likert scale for correction, giving each item one score out of its five grades (strongly agree, agree, neutral, disagree, strongly disagree), which is represented numerically (5, 4, 3, 2, 1) in order. The following table shows the aspects of the personal happiness scale.

Table 1. Table of Specifications for the Personal Happiness Scale

No.	Personal happiness scale	Items	Number	percentage
1	**Proficiency**	I feel self-satisfied in achieving a competitive advantage while using lifelong Education strategies.	**5**	**33.23%**
		I encourage students' interaction, exchange of information, and integration among all activities.		
		I feel like helping students solve educational problems with a future outlook.		
		I feel like giving and working in a team spirit while using lifelong education strategies.		
		I have an ambition to achieve my goal in the field of specialization.		
2	**Professional success**	I feel the balance between scientific and practical life in the field of specialization.	**5**	**33.23%**
		I Make sure to perform any teaching practice in the field of specialization successfully.		
		Lifelong Education strategies help me develop my specialized skills that meet the labor market requirements.		
		My enthusiasm and activity increase in educational situations, including creativity in traditional matters.		
		Lifelong Education strategies help me in evaluation for learning.		
3	**Educational life quality**	I enjoy my students being innovative or non-routine creators.	**5**	**33.23%**
		I enjoy having my students discover every new while teaching mathematics/Arabic.		
		Lifelong Education strategies contribute to improving the quality of educational life in the field of specialization.		
		I often talk about the future in my field of specialization.		
		I Diverse cultures have benefited from lifelong Education strategies in my field of specialization.		
		Total	**15**	**100%**

2. Validity and reliability of the scale

To adjust the scale, its validity and reliability were confirmed by applying it to a sample of (30) teachers outside the research sample within the study population, and using the internal consistency method (Cronbach's alpha) to estimate the reliability. As for the validity, the peripheral comparison method was used in addition to the honesty of the specialized arbitrators to ensure the validity of the scale. The soundness of the linguistic formulation and its suitability to the research objectives. Amendments were made in accordance with the comments unanimously agreed upon by the arbitrators.

3. Validity of the quality of academic life scale through peripheral comparison

Table 2. The Significance of the Value of "t" for the Difference between the Upper and the Lower Group

Groups	Sample size	Arithmetic mean	Degree of freedom	"T" value	Significance
Upper groups	7	02.6	12	9.52	Significant at level α=0.01
Lower groups	7	00.5			

From Table (2) we notice that the "t" value was statistically significant at the significance level (α=0.01), and this shows that there is a difference between the upper group and the lower group in their scores on the scale, meaning that it has an acceptable degree of validity and can be used in research. The total time for the scale was also calculated by calculating the average time by sequentially recording the answer time of each student, which is (20) minutes. The final score of the scale was (75) degrees, with (25) degrees (points) for each of the three domains.

4. Stability through internal consistency

Table 3. Reliability of the Personal Happiness Scale by Internal Consistency (Cronbach's alpha)

Tool	Number of items	Reliability coefficient for Cronbach's alpha (α)
personal happiness Scale	15	0.88

It is clear from Table (3) that the reliability coefficient is (0.88), which is an acceptable value that indicates that the scale has a high degree of reliability and can be used in research.

3.3.1 Personal Interview Tool

The researchers used the personal interview tool; To improve the research results and benefit from the sample's opinions on how to achieve personal happiness through lifelong education strategies, and to answer the research questions.

It was designed, prepared, and completed all data based on the variables of the study, and it consisted of seven questions, including four questions that used the tripartite scale (agree - agree to some extent - disagree) and are represented numerically (3, 2, 1) in order about the dimensions of the personal happiness (Proficiency- professional success- educational life quality) and the personal happiness as a whole, and three open-ended questions as in the following table.

Table 4. Aspects of the Personal Interview Tool Vocabulary

No.	Items	Responds		
		Agree	Agree Somewhat	Disagree
1	Did lifelong mathematics and Arabic education strategies help you achieve proficiency?			
2	Did mathematics and Arabic teaching practices as an indicator of professional success?			
3	Did lifelong mathematics and Arabic education strategies help you achieve educational life quality?			
4	Do contemporary technological development methods in teaching mathematics and Arabic help achieve personal happiness?			
5	In your opinion, what are the reasons for achieving personal happiness through lifelong mathematics and Arabic education strategies?			
6	How do research, problem-solving, and implementation of individual and group projects while learning mathematics and Arabic contribute to achieving personal happiness?			
7	What topics or paragraphs would you like to add to achieve personal happiness through lifelong mathematics and Arabic education strategies?			

3.3.2 Validity of the Personal Interview Tool

To control the tool, its validity and reliability were confirmed. The validity of the tool was confirmed by presenting it to a group of specialized arbitrators. To confirm its suitability for application, achieve its objectives in collecting the required data, and its suitability in achieving the goal for which it was designed, by applying it to a sample of (30) teachers outside the research sample within the study population, validity was calculated using peripheral comparison as in the following table.

Table 5. The Significance of the Value of "t" for the Difference between the Upper and the Lower Group

Groups	Sample size	Arithmetic mean	Degree of freedom	"T" value	Significance
Upper groups	7	2.40	12	6.93	Significant at level α=0.01
Lower groups	7	0.50			

From Table (5), we notice that the "T" value was statistically significant at the significance level (0.01), and this shows that there is a difference between the upper group and the lower group in their scores on the personal

interview tool, meaning that it has an acceptable degree of validity and can be used in research.

Reliability was also calculated using the internal consistency method through Cronbach's alpha coefficient, as shown in the following table.

Table 6. Reliability of the Personal Interview Tool Through Internal Consistency (Cronbach's alpha)

Tool	Number of items	Reliability coefficient for Cronbach's alpha (α)
Personal interview tool	7	0.87

From Table (6), the reliability coefficient reached (0.87), which is a high indicator of the stability of the personal interview tool. The total time of the tool was also calculated by calculating the average time by sequentially recording the answer time of each student, which is (15) minutes.

Statistical processing:

The researchers used Pearson's correlation coefficient and the t-test to measure the personal happiness, and extracted the arithmetic mean, standard deviation and ranking from the personal interview card, using the statistical analysis program SPSS version (29).

4. Findings and Discussion

To answer the research questions, the research reached the following results, as the following table shows the significance of the "T" value for the personal happiness scale, through strategies for lifelong education and achieving personal happiness in its three domains (proficiency- professional success- educational life quality) as follows.

Table 7. The Significance of the "T" Value for the Personal Happiness Scale

Achieving quality academic life	Strategies for lifelong education		
	Pearson's correlation coefficient	"T" value	significant at level α= 0,01
proficiency	0.89	2.67	significant
Professional success	0.90	2.79	significant
educational life quality	0.93	2.81	significant
personal happiness as a whole	0.90	2.76	significant

To answer the first question, which states: Is there a strong, statistically significant direct correlation between lifelong education strategies and achieving proficiency among mathematics and Arabic teachers of Al-Kharj Governorate?

It is clear from Table (7) that: Pearson's correlation coefficient on the relationship between lifelong education strategies and achieving personal happiness in the proficiency domain was (0.89), and it is also statistically significant as the calculated "t" value was (2.67), which is greater than the tabular "t" value (2.66) is at α= (0.01) as shown by the SPSS results. These results help answer the first research question. This is due to the importance of lifelong education strategies that provide opportunities for mathematics and Arabic teachers about students interaction using productive thinking skills to solve problems, by realizing the strong and non-routine relationship between mathematics and Arabic, daily life, and other disciplines, and this was confirmed by the results of (Pellegrino, 2017), as well as the acquisition of diverse cultures through communication. and cooperation, which were in agreement with the results and recommendations of Wu (2013), Warner (2017), Gravemeijer et al. (2017), Ghazala & Al-Sayed (2019) and Fatemeh & Kourosh (2022), which all focused on the importance of mathematics and Arabic in preparing students to engage in society with increasing technology and digitization.

To answer the second question, which states: Is there a strong, statistically significant direct correlation between lifelong education strategies and achieving professional success among mathematics and Arabic teachers of Al-Kharj Governorate?

It is clear from Table (7) that: Pearson's correlation coefficient on the relationship between lifelong education strategies and achieving personal happiness in the professional success domain was (0.90), and it is also statistically significant as the calculated "t" value was (2.79), which is greater than the tabular "t" value (2.66) is at α= (0.01) as shown by the SPSS results. These results help answer the second research question. Because mathematics and Arabic

learning environment, by integrating advanced technology into lifelong mathematics education strategies, makes students creative and motivated to research, learn, and analyze, and this is confirmed by the results of NCTM, (2007) and Gravemeijer et al. (2017), thereby achieving personal happiness, which was consistent with the results of the Wu (2013) and Warner (2017)) by achieving satisfaction in the learning environment.

To answer the third question, which states: Is there a strong, statistically significant direct correlation between lifelong education strategies and achieving educational life quality among teachers of Al-Kharj Governorate?

It is clear from Table (7) that: Pearson's correlation coefficient on the relationship between lifelong education strategies and achieving personal happiness in educational life quality domain was (0.93), and it is also statistically significant as the calculated "t" value was (2.81), which is greater than the tabular "t" value (2.66) is at α= (0.01) as shown by the SPSS results. These results help answer the third research question. This is explained by the fact that strategies for lifelong education include non-traditional teaching methods such as the use of discovery learning, cooperative and individual self-learning, and the use of all kinds of reinforcement, in agreement with the results of NCTM (2007), Mustafa & Bakr (2013), Wu (2013), Pellegrino (2017), and the mathematical and ingenuity through various assessment tasks that placed students in situations that challenge their thinking, and this was confirmed by Warner (2017), Gravemeijer et al. (2017), Ghazala & Al-Sayed (2019), Shalabi et al. (2020), Marija (2021), Abdellatif (2022), and Fatemeh & Kourosh (2022).

To answer the main question, which states: Is there a strong, statistically significant direct correlation between lifelong education strategies and achieving personal happiness as a whole among teachers of Al-Kharj Governorate?

It is clear from Table (7) that: Pearson's correlation coefficient on the relationship between lifelong education strategies and achieving personal happiness as a whole was (0.90), and it is also statistically significant as the calculated "t" value was (2.76), which is greater than the "t" value. "The tabulation (2.66) is at ***α***= (0.01) as shown by the SPSS results. These results help answer the main research question. This is due to the importance of learning intelligent mathematics and Arabic through lifelong education strategies that contribute to developing productive thinking skills to solve problems in mathematics, through horizontal and vertical interconnection, achieving personal satisfaction and happiness through diversification of learning, and using reinforcement and unconventional teaching and evaluation methods in mathematics and Arabic, which contribute to the development of students' athletic prowess as an indicator of achieving personal happiness, in agreement with the results of (NCTM, 2007; Mustafa& Bakr, 2013; Wu, 2013; Warner, 2017; Gravemeijer et al., 2017), and (Pellegrino, 2017).

And to clarify how to achieve personal happiness through lifelong education strategies by taking advantage of the methods of tremendous technical development. Arithmetic means, standard deviations, and rankings were extracted for the nature of the relationship between lifelong education strategies and achieving the personal happiness among mathematics and Arabic teachers, according to the following table:

Table 8. Descriptive Analysis of the Nature of the Relationship between Lifelong Education Strategies and Achieving Personal Happiness Among Mathematics and Arabic Teachers

No. of questions	Question	Mean	Standard Deviation	Order
4	Did lifelong mathematics and Arabic education strategies help you achieve proficiency?	***2.98***	***0.48***	***1***
1	Did mathematics and Arabic teaching practices as an indicator of professional success?	***2.98***	***0.49***	***2***
2	Did lifelong mathematics and Arabic education strategies help you achieve educational life quality?	***2.95***	***0.50***	***3***
3	Do contemporary technological development methods in teaching mathematics and Arabic help achieve personal happiness?	***2.95***	***0.51***	***4***
Strategies for lifelong mathematics and Arabic education and achieving personal happiness as a whole		***2.96***	***0.01***	***Very high***

It is clear from Table (8) that there is high agreement among mathematics and Arabic teachers in the sample on all questions, which would activate the role of lifelong education strategies in achieving personal happiness as a whole among mathematics and Arabic teachers, as all the responses of the sample members were at a high level. The arithmetic averages ranged between (2.95 - 2.98). The arithmetic averages indicated that the responses of the sample

members were very high in "Did lifelong mathematics and Arabic education strategies help you achieve proficiency? and with an arithmetic average of (2.98), while the second place came in terms of importance, it was: "2 Did mathematics and Arabic teaching practices as an indicator of professional success?" With a mean score of (2.98), and in third place, the response was high: "Did lifelong mathematics and Arabic education strategies help you achieve educational life quality?" With a mean score of (2.95), it was: "Do contemporary technological development methods in teaching mathematics and Arabic help achieve personal happiness?" It is ranked fourth with an arithmetic mean of (2.95). These results may lead to all the study sample members seeing that lifelong education strategies contribute strongly to achieving personal happiness through achieving: proficiency, professional success, and educational life quality, which was confirmed by the answer to open question No. (5): In your opinion, what are the reasons for achieving personal happiness through lifelong mathematics and Arabic education strategies? The sample members' responses confirmed that the topics and paragraphs are sufficient. Given the importance of participation, communication, cooperation, and the use of interactive learning in mathematics and Arabic, which contributes strongly to personal happiness, in agreement with (NCTM, 2007; Mustafa, Bakr, 2013; Wu, 2013; Warner, 2017; Gravemeijer et al., 2017; Pellegrino, 2017; Ghazala & Al-Sayed, 2019; Shalabi et al., 2020; Marija, 2021; Abdellatif, 2022; Fatemeh & Kourosh, 2022).

As all sample members confirmed by answering open question No. (6): How do research, problem-solving, and implementation of individual and group projects while learning mathematics and Arabic contribute to achieving personal happiness? However, modern mathematics teaching and learning techniques contribute to diversifying learning and clarifying the horizontal interconnection through the importance of mathematics and Arabic in daily life, and the vertical through balanced and lifelong mathematics education that achieves personal happiness and satisfaction in the learning environment and professional growth, in agreement with the results of (NCTM, 2007; Wu, 2013; Warner, 2017; Gravemeijer et al., 2017; Shalabi et al., 2020; Marija, 2021; Abdellatif, 2022), and (Fatemeh & Kourosh, 2022), as indicated by the sample members' answer to the seventh question: What topics or paragraphs would you like to add to achieve personal happiness through lifelong mathematics and Arabic education strategies? Lifelong mathematics and Arabic education strategies contribute strongly to achieving personal happiness through effective communication, cooperation, and participation. They also help the student in developing research and innovation skills. Productive thinking, developing creative problem-solving skills, decision-making and continuous evaluation, in agreement with (NCTM, 2007; Mustafa & Bakr, 2013; Wu, 2013; Warner, 2017; Gravemeijer et al., 2017; Pellegrino, 2017; Ghazala & Al-Sayed, 2019; Shalabi et al., 2020; Marija, 2021; Abdellatif, 2022; Fatemeh & Kourosh, 2022).

Through global experiences and previous studies, the importance of lifelong education strategies and their close connection to achieving personal happiness, and qualifying mathematics and Arabic teachers for the future becomes clear. As well as through presenting and interpreting the research results, as well as their agreement with the results of previous studies, the research questions have been answered.

5. Conclusion

Achieving personal happiness through lifelong education strategies is of utmost importance, given the close relationship of mathematics and Arabic language to daily life and all other educational disciplines, and its prominent role in achieving proficiency, professional success, and educational life quality, which contribute to developing the skills of the future in the twenty-first century, and meeting the requirements of the labor market in the era of contemporary industrial revolutions to build promising cadres in various fields who possess multiple cultures based on distinguished and continuous education. This emphasizes the need to enhance mathematics and Arabic language curricula with lifelong education strategies in different educational environments.

6. Recommendations

The most important recommendations and proposals are:

1. Motivating faculty members and teachers on ways to deal with technological innovations in lifelong education strategies.

2. Instilling a love of innovation and creativity among students and focusing on scientific research.

3. Continuous development of curricula in line with the labor market, with a focus on science and technology.

4. Implementing partnerships with international educational institutions to graduate national competencies who possess the skills of the era of contemporary industrial revolutions.

5. Activating tests based on students' skills, and involving the student in shaping the curriculum.

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