A comparative analysis of the curriculum development and social stability of schools of the selected countries in the world

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Abstract: This qualitative research analyzed the interplay between curricular goals, objectives, and school stability, paying particular attention to the mental, physical, and psychological characteristics of students in a few global regions. The study utilizes data mining method from the different research studies to gather data from the selected countries to address the problem. The data gathered is being presented in tables with interpretation and analysis of the points considered. Gathered data show that well-defined curriculum objectives support a stable learning environment in schools, which in turn promotes children' psychological resilience, physical activity, future work ready and general well-being. The study emphasizes how important curriculum design is for promoting both academic achievement and overall development students. This study intends to enlighten policymakers and educators on the necessity of integrating student well-being into curriculum planning, underlining the need for global perspectives in educational reform. However, the researcher has selected three countries only across the seven continents, future research somehow could include all the countries for an in-depth analyses. The findings revealed that a carefully planned curriculum fosters student wellbeing and academic success, which in turn creates a more secure and encouraging learning environment, and incorporating mental and physical health into the curriculum also encourages student participation and academic achievement. When curriculum goals tackle real-world problems, students report feeling more motivated and more a part of the society, which promotes social cohesiveness.

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INTRODUCTION

The foundation of societal growth is education, which affects students' overall wellbeing in addition to their academic performance. Different nations have different educational systems that are a reflection of their social, cultural, and economic environments. We can learn more about how curriculum design affects kids' psychological, emotional, and physical stability by looking at these variations.

This comparative analysis of the curriculum aims, goals, and objectives of the selected countries including the social stability which includes the physical, emotional, and psychological aspects of students are relevant in the light of the global issues and challenges which resulted to social inequalities that needs and urgent educational reforms. Given worldwide issues including teenage mental health problems, growing socioeconomic inequality, and pressing the need for educational changes, this study is especially pertinent. Policymakers, educators, and stakeholders who are dedicated to improving student well-being

and educational outcomes can benefit greatly from knowing how various curricula approach these challenges.

This research is significant because it has the potential to influence educational policies and practices. This study can help create more inclusive and supportive learning environments that meet the varied requirements of students by identifying successful curriculum goals and their relationship to students' general stability. While previous studies have been examined in various aspects of curriculum design and student outcomes, but there is still a lack of thorough evaluations that combine the goals, objectives, and aims of curricula with students' social stability. Although there is evidence that clearly specified curriculum frameworks can have a good impact on students' emotional and psychological well-being, few research have examined these aspects across national boundaries.

This research adopts a comparative framework and data mining method that examines the educational systems of a few chosen nations to assess how well their curricula meet the psychological, emotional, and physical needs of their pupils as well as their curriculum aims, goals, and objectives. The data gathered is being presented in table with their respective distinctions presenting the points to consider of the selected countries and being interpreted and analyzed. Theoretical development is being presented to show the interconnectedness of the importance of curriculum aims, goals, and objectives and social stabilities of the selected countries in the world.

There are still a lot of unanswered questions about how curriculum and social stability interact in various cultural contexts, despite the corpus of extant material. By offering a thorough comparative analysis that identifies areas for development and best practices in educational systems across the globe, this study seeks to close these gaps.

Statement of the problem

The primary objective of this comparative research is to have an in-depth understanding of the curriculum development in terms aims, goals and objectives and social stability of students which includes the physical, emotional, and psychological aspects in the countries identified, thus the research wants to explore the following:

The study specifically aimed to answer the following questions.

1) What is the current curriculum aims, goals, and objectives of the selected countries in the world?

2) How does each country differ in social stability of school in terms of mental, physical, and psychological aspects of students?

3) How do educational reforms help teachers and other societal factors improved education quality?

METHODOLOGY

Research design

The study employs a qualitative comparative research design, aiming to analyze the interplay between curriculum goals, objectives, and social stability among selected countries. This approach relies on a data mining method, gathering information from various existing research studies to address the primary research questions. By adopting a comparative framework, the study is able to present and interpret data that reflects the educational objectives, social stability factors, and curriculum alignment in each selected country. This design helps to uncover meaningful insights into how curriculum structures impact students' mental, physical, and psychological well-being across different cultural and educational systems.

Locale of the study and respondents

The research focuses on a selection of countries worldwide, each representing unique educational approaches that align with their respective cultural and social contexts. The chosen countries serve as the study's locales and provide a basis for comparison. Instead of directly engaging respondents, the study utilizes pre-existing research and literature on these nations to capture the breadth and diversity of curriculum impact on social stability factors, providing a macro perspective on educational goals across different regions.

Research instruments

Primary data for this qualitative analysis are sourced from published research articles, government reports, and educational policy documents that outline curriculum objectives and indicators of social stability. These documents are systematically reviewed and serve as the main research instruments, allowing the study to draw insights from established findings. Data from these sources are organized into tables to facilitate comparative analysis, making it possible to assess variations in curriculum impact on students' well-being, academic performance, and readiness for societal participation.

Data analyses procedure

The data analysis is conducted through a thematic approach, where information is grouped according to themes such as curriculum objectives, social stability, and well-being factors. Each theme is analyzed to reveal patterns and distinctions among the countries studied. This analysis is presented in tables, allowing for clear comparison and interpretation of each country's approach to curriculum development and social stability. The tables aid in synthesizing key points that can inform policymakers and educators on successful strategies for enhancing student well-being through curriculum design.

FINDINGS AND DISCUSSION

Zest for life

"Zest for Life" educational reform in Japan, senior facilities in Korea, and the significance of virtues such as thankfulness, hope, and spirituality in the Philippines. The goal of the Japanese curriculum is to develop a well-rounded person who values hard effort, respects others, loves the truth, and is physically and mentally fit. Korean senior centers are essential for enhancing the physical and social well-being of the elderly population. While in the Philippines, resilience and the ability to effectively handle challenging circumstances depend on values like hope, thankfulness, and spirituality (Posadas-Gacott, L. M. C., 2022).

21st century learning

Japan, Korea and the Philippines are approaching 21st-century learning. This is in line with the more comprehensive and curriculum integrated concept promoted through Europe and Japan 2020, including Japan new Course of Study that emphasize competence development. Competencies now requisite for its 21st century society. It is designed around using current events to assist in making real-world connections and includes questions such as how events may affect society. The Seventh Curriculum of Korea according to (Cawley in 2021) stated that the typical globalized 21st-century curriculum, which highlights individualism, creativity and the cultural knowledge. Influenced by its warm Confucian history, it focuses on social morale, avarice and centralized reservation. The Philippines is committed to offer a globally competitive 12-year basic education and to see that this system be in place by the year 2015,

when the junior high schools drop their Grade VIs and complete the three years that will bring us back where we had been until the year 1976. Junior and senior high school programs are part of the K–12 curriculum. All these countries are concentrating upon 21st-century demands, preparing students with new educational reforms and frameworks. (Barrot, J. S. (2019).

Aligning curriculum for globalization

Both Japan and Korea are catching up by aligning their curricula to cater to the requirements of globalization. Going gradually in inheriting those new global trends and concepts to the japanese surrounding. To nurture children to know, value and act in the process of building a Human, Just and Peaceful global society Korea is prioritizing Global Citizenship Education (GCE). The Philippines makes it clear that the curriculum is certainly sensitive to the students in appreciating and appropriating a globalized world, without losing sight of its roots, so much indispensable in providing skilled manpower who can compete in the international market.((Adarlo, G., & Jackson, L. (2016).

Informatics curriculum

The data may indicate the significance of informatics curricula in different countries, influencing the process of preparation for an information and knowledge society. To respond to this education need, and to improve the quality of general high-school and vocational studies curricula altogether, Austria is introducing a nation-wide new informatics curriculum in education. The New National Curriculum of 2006 in Norway focuses on implementation before theory by teaching traditional and object-oriented software development along with practice problemsolving skills [12, 6]. The first informatics curriculum in Poland was implemented by the forefathers of this scientific discipline,these amazing mathematicians and computer scientists, with the full acceptance from Ministry of Education in 1985. The activities were in the areas of text editing, graphics and sound creation, table processing, simple database management and simulation generation also structural programming with Logo. There is plenty of evidence that studying IT helps people to learn how to think algorithmically and computationally when they using computers for problem solving in a wide range of academic topics and contexts.

Future ready and work life

In Austria, perceptions of Generation Z toward ideals of work are undoubtedly positive, and with intrinsic incentives ranking very highly. The encouragement for employers is in order to stimulate the inner drive of such workers through provision of exciting work and opportunity for advancement, which goes along with higher employee satisfaction and retention rates. The new curriculum in Norway is based on 21st Century skills, which encompass all of the following: critical thinking, problem-solving skills, and teamwork skills. The overall objective is getting the students ready to be proactive members of the workforce and community with knowledge and attitudes appropriate to their roles. In both countries, they focus on creating a work force fit for the future by focusing on skills and intrinsic motivations.(Hilt, L. T., Søreide, G. E., and Riese, H. (2019).

Cognitive and analytical abilities

The relevance of cognitive and analytical skills at work gains importance in every country. In Austria, the employers seek candidates with formal education, job experience, and ICT skills. Therefore, education and training systems must be redesigned focusing on more formal education and ICT skills. Scholars of Norway have proved, in great detail that CT has to be encouraged at every possible age among children for its development. CT skills are essential for acquisition of knowledge in mastering 21st-century skills according to the haste of changes. In Poland, the demand for curriculum reforms is to enhance students' development in analytical, cognitive, and problem-solving capabilities in order to improve the PISA study results. It aims to work on bringing more graduates from the secondary and university into the workforce. All three countries consider cognitive and analytical skills as relevant in equipping their future workforce.(Zahorska, M., and Wiśniewski, J. (2020).

Philosophy of education

The data shows that incorporating the local framework with western theories of education in Ghana would improve the whole educational system. The curriculum is focused on pedagogical approaches such as scaffolding, differentiated tactics, and inclusion to support skills development and lifetime learning. The intended audience of every student in the teaching and learning process will be supported. Besides, the curriculum is intended to serve as a contributor to early childhood education in order to facilitate human capital development in a knowledge-based economy. The philosophy and goals of the Nigerian education system are based on the social aspirations of the people. The aim is to train people to be submissive to colonial rulers and never have any chances to emerge economically or politically. The two countries happen to believe that education is the root for changing their societies and economies.

Lucrative curriculum

The data, therefore, speaks to designing a curriculum that fits within the needs of the educational system and equips the students with knowledge and skills highly valued in the employment market. The curriculum in Nigeria is recommended to be redesigned to accommodate all facets of the educational system in order to enlighten and raise awareness in the security sectors and make learning more solution-focused. This attractive curriculum caters to the initiative of boosting the employability and, consequently, the earning capacities of students by way of taking out knowledge and skills deemed very valuable by employers. It should be in South Africa that the very example of what correct epistemology ought to be is set, creating a classroom environment such that students are not simply memorizing "facts" but are rather challenged on a very personal level and transformed through this newfound knowledge, becoming more compassionate and harmoniously able to live with nature. Both countries recognize that a curriculum represents the needs of the education system, yet it also yields much-needed knowledge and skills from trainees and highly valued by employers.

Curriculum vision

The information above would reveal that in each country, a curriculum vision is required. For example, in Ghana, the government wishes to emphasize the basic building blocks of success at the level of basic school as Africa Union needs, global perspectives on quality education, socioeconomic growth, and the need for skills. Pertinent agencies have designed a new curriculum for the Nigerian educational system. It considers the desires both of the current and future generations of Nigerians and promotes international best practices in education as

well as fulfills a number of international norms. Curriculum vision is necessary in South Africa because it is going to be the cornerstone for every educational program designed, which then further guides all the curriculum concepts.

Effective teachers start with defining and interpreting their curricular vision and set goals which are connected to their subject matter. Curriculum visions fall into four basic types: reconstruction, discipline/professional, personal, and societal. Goals then have three subcategories such as aims, objectives, and outcomes. Teachers can think about their practice in the light of curriculum visions and take into account what they need to do in order to change their practices so that they can improve instruction. Reflections are important components of quality instruction. Van Manen (1977) provides three categories for reflections-technical or discipline, practical or societal, and critical or personal. In all of these countries, there is a common recognition that a curriculum vision is crucial in guiding educational programs.

Awareness and understanding of global challenges

The data shows that all three countries- Australia, New Zealand, and Papua New Guinea- need awareness and understanding in their education systems in order to create proper knowledge about this concept and will be applicable in the higher education system. The Australian curriculum encompasses a focus on global issues, which is made to encourage the students to take part in the process of global learning and in achieving particular educational goals. The concept of global citizenship makes New Zealand people envision seeing the world from an international perspective while always acting in the best interest of the planet and humankind. International policy had driven education reform in Papua New Guinea until its OBE curriculum change was derailed by challenges early in 2000 and political considerations in 2013. It appears that these nations view international awareness and understanding as a necessary part of their educational systems. (Joskin, A. (2021).

Progress and growth in teaching and learning process

The teaching and learning process in Australia and New Zealand contain progress and growth. The schools of Australia engage the communities through activities involving them on the information about the progress of the students, the school reports of the students, parent-teacher interviews, portfolios, exhibitions, and performances. The activities prove the effectiveness of the practices and their influence on student learning. The New Zealand curriculum is highly instructional and values the role of technology in improving students' technical literacy. Learner progression in technology education should be taken into account in designing learning programs. This helps ensure that students do not experience any disruption or dislocation in their educational experiences when moving from early elementary to senior secondary education. Both countries value development and change in learning and teaching. (Reinsfield, Ernest. 2018).

Mutual adaptation and fidelity approach

The degree to which educators or other stakeholders follow a curriculum's original design when putting it into practice is known as curriculum fidelity. It is claimed in the related literature that by assessing fidelity of implementation, it is possible to explain the reasons for success or failure of curriculum innovations and to specify the changes in the curriculum and their outcomes, even though it is unclear whether or not teachers adhering strictly to the designed curriculum is beneficial. (Yildiz, D. G., Cakar, E., and Bumen, N. T. (2014).

Improving educational quality and equity

What can be seen is the program's focus on improving the quality and equity of education in Argentina, Colombia, and Venezuela. In Argentina, this summarizes the Program for Improving Educational Access and Quality, aimed at raising coverage in early childhood, primary, and secondary education while strengthening support systems for students to raise their persistence and graduation rates. In Colombia, policies are being assessed for accountability purposes to determine if they may improve the standard of education for all. In Venezuela, inadequate coverage in terms of education and deteriorating conditions have caused children to become over-grade level concerns over school desertion and new educational challenges. These countries understand the need to deal with quality and equity in their education systems.(Streitwieser, B., & Crist, J. (2022).

Life course approach

The declaration brings to mind a life course approach in Argentina and Colombia. In Argentina, a national institute has been instituted to dispense health and social care services to retirees, cutting expenses for institutional care and commonly used pharmaceuticals. On a national constitution, the state is expressly bound to provide for those who have no means of support. In Colombia, the approach given to this life course is to address all the problems and disparities that have been affecting the educational system. This method takes into account all aspects affecting the health and development of a person from preconception health to old age. The method of life course aims to encourage, equip, and empower students to live in and take charge of a rapidly changing world, appreciating the idea that learning does not stop at school. . (Begg, and Glover, J. W. (2015).

Social support

The data highlight the importance of social support in education for Argentina and Venezuela. There are no published scales that would allow students to estimate their perceived support in Argentina at present, and there remains a need for more research in that area. The core objectives for Venezuela are to increase public awareness of the crisis, provide humanitarian aid to Venezuelans, support the UN's Humanitarian Response and Migration/Refugee Plans, and strengthen the social organizations' capacity that is dealing with the humanitarian crisis. Grandmothers maintain children's daily lives and their homes, but they have virtually no support system according to the study by Rosa & Caravaca-Morera (2023). This indicates that social support is fundamental in tackling the problems being faced by the families of Venezuela. The two countries have realized the role of social support in both their contexts.

Trained teachers oriented with cultural norms and values

The data provides an interpretation and analysis of reasons and considerations for trained teachers in Canada and Mexico. The language is infected with cultural implications that IETs may have problems communicating when teaching and relating with parents and students. The IET has difficulties understanding the way the Canadians navigate cultural norms and small talks. On the other hand, language proficiency is also related to systemic discrimination. In Mexico, global education ensures there is an open mind set by teaching courses on perspectives of people from other cultures and backgrounds. Besides, the requirement for acquiring linguistic communication skills based on global issues has to be developed in an open-minded way. Therefore, the teaching methods should change as the

world goes global. Global education is gradually becoming applicable in classroom and social networking sites so that people can interact through different perspectives.

Global framework

The Global Framework thus creates a space to pursue global labor relations by setting out content, identifying and specifying actors representing labor and management, setting out a framework of procedures for implementation and conflict resolution, and describing organizational boundaries of labor-management interaction. The provinces and territories are also in charge of curriculum as well as other significant education policies and programs, such as "action-oriented, culture-sensitive" teaching methods that improve the ability of students to think, solve conflicts, look at things from diverse perspectives, analyze global issues, and face social and economic injustice. Special Program for Productivity and Competitiveness and Special Program for Science, Technology, and Innovation were erected in Mexico with the view of filling the lacuna of lacking competitiveness of Mexico and incorporating these programs with the National Development Plan 2019–2024. (Aceves, E. G., & Ocegueda, G., 2024).

Interrelated and interdependent sets of documents

In the United States, the strong levels of interdependence between the political, economic, military, and social functions of the People's Republic of China and the United States allow for the maintenance of a special connection between the two nations. However, Chinese industrial cyber espionage (CE) against American individuals and organizations in the name of economic advancement has complicated this association in the past. In Canada, there is a hope that the period of social distancing will lead to a new appreciation for the interdependent nature of urban and rural Canada and the impacts that leisure choices have on social and political systems. In Mexico, the goal of the 2012–2018 educational reform was to change the country's educational system to better prepare students for the challenges of the twenty-first century, the values of excellence and equity. The reform resulted in significant changes to the technical, pedagogical, administrative, and budgetary domains of the educational system.

Social stability in school which includes the mental, physical, emotional, and psychological aspects of students

Physical activities
The data highlighted the importance of physical activities in Japan, Korea and Philippines. In Japan, physical activities help to firm up the body and improve intellect with a holistic approach to health that often combines physical capacity with cultural consciousness. In Korea, physical activities are inspired to preserve cultural patrimony and academic performance and public health. The South Korean government encourages youths to be active through more physical activities by battling health problems such as obesity and diabetes, and schools provide physical education to reduce academic stress as well as improve the cognitive functioning among students. Physical education is part of a holistic education for children in the Philippines; they are readied to live healthy and active life. The data indicate the value of physical activities to advance health and wellbeing in these countries.

Violence victimization

The data provides an account and justification of why an individual becomes a victim of violence in Japan and Korea. In Japan, economic violence is the heart of intimate partner violence. This is because victims of IPV in Japan are likely to suffer more from this economic stress while Japanese women are left to languish under financial difficulties because of tough controls from their partners on spending, for example, no working and payment for living costs. Socioeconomic inequality has been recognized in Korea as an important risk factor for violent crime and suicide attempts. The growth of multiethnic homes resulting from international migration highlights a number of teenagers whose parents were migrants who were born outside of Korea. Naturalized citizens who were born abroad have gained numbers; the number of children who have both parents from abroad has also been on the rise. Violent victimization statistics offer some of the complex issues that characterize these countries.

Physical activity
Australia, Norway, and Poland It helps train coping mechanisms and self-control as it exercises both bodies and mind. In Australia, exercising physically helps build coping mechanisms and self-control because yoga is a holistic system of mind-body techniques for physical and mental health. For Norwegian teenagers, their PA (LTPAs) in free time consists of sports, working out, and leisurely walks planned and unplanned. Locally organized physical activity and parent involvement and volunteerism were mixed in lower SEP communities, as volunteers and municipal programs played a major role in the PA behavior of teenagers. In Poland, physical activity is regarded as a significant social matter and a policy element, with its specific importance perceived by the public health institutions and governments throughout the world, establishing the increase of PA as a priority activity owing to concerns over the negative health effects of a deficit of activity. (Biernat, E., & Piątkowska, M. (2020).

Improving Mental Health
The information illustrates different methods of enhancing mental health in Australia, Norway, and Poland, each of which has its own particular difficulties and solutions. Australia places a strong emphasis on workplace mental health and community-based programs with the goal of lowering stigma and promoting early treatment. In order to improve young people's mental health, Norway focuses on incorporating physical education into the classroom. This suggests that participating in physical education can reduce stress in a setting where academics are expected to do well. In order to tackle systemic problems, Poland promotes greater public awareness and incorporates mental health into primary care with the goal of early intervention and upgraded infrastructure. When taken as a whole, these methods highlight how important customized, multidimensional approaches are when dealing with mental health issues. (Jankowski, 2022).

Physical activities to improve quality of life
The information demonstrates different approaches taken in Australia, Norway, and Poland to promote physical activity as a means of enhancing quality of life. Australia encourages both moderate and strenuous exercise, pointing out that the benefits of intense exercise are greater than those of moderate exercise, even though the cardiac benefits of both may be identical. Results from Norway show that teenagers' psychological and social well-being is positively correlated with increased levels of fitness, which supports youth development through physical activity. Poland emphasizes the health benefits for elders and focuses on older individuals, supporting community initiatives that encourage social connection and physical

participation. All things considered, these programs highlight the advantages that physical activity has for people of all ages. (Kotarska and M. A. Nowak, 2021).

Strengthening anti-bullying programs
The data above indicate that there is a critical need for investments in anti-bullying programs in all three countries that is Ghana, Nigeria, and South Africa, as they have different cultural and social settings. Ghana should improve already existing programs to combat bullying and its impact on mental health and social life. Therefore, it is recommended that Ghana Education Service cooperate with schools to implement these measures effectively. Nigeria underlines the importance of a culturally responsive approach to bullying. According to research, community engagement as well as policies enforced by schools are their intervention approaches. South Africa tends to base the framework on the Constitution of the country where dignity and respect for all persons are considered sacrosanct. One learns in South Africa to respect each other first to prevent bullying as well as learning to identify that bullying affects basic rights, especially in informal contexts. Overall, while differing strategies are adopted, the bottom line remains the same-to establish a safer and more supportive educational environment for students. (Senekal, A. N. N. I. Q. U. E. (2020).

Implementation of facility-based routine mental health screening program
The information indicates that, despite their respective difficulties, Ghana, Nigeria, and South Africa urgently need to establish regular mental health screening programs. Due to the high prevalence of untreated mental health illnesses in Ghana, primary care practitioners need better tools and training in order to effectively address these problems.
Despite national regulations that promote better services, Nigeria has encountered challenges integrating mental health into primary care. It is advised to form multi-sectorial alliances to get over these obstacles and improve service delivery. With more people enrolling in higher education, South Africa is grappling with a decline in student mental health, underscoring the significance of creating a sense of community and support in academic environments. In general, for these nations to guarantee complete care and assistance for their citizens, mental health integration must be given top priority.

Providing insights to psychological and social well-being
The data shows that Ghana, Nigeria, and South Africa—all of which are dealing with unique demographic and socioeconomic challenges—all face serious obstacles to their psychological and social well-being. Concerns regarding psychological well-being, particularly in relation to retirement and widowhood, which affect independence and quality of life, are brought up by Ghana's aging population.The Niger Delta region of Nigeria emphasizes the value of psychosocial elements, such as social support, in promoting psychological well-being in the face of poverty and environmental degradation, implying that community resilience is essential for mental health.The high level of inequality in South Africa makes mental health problems worse, highlighting the need for better care and support networks to lessen psychological suffering. When taken as a whole, these observations highlight the need for customized therapies that address social and psychological aspects in these situations. (Flett & Hewitt, 2019). Fadiji, . & Appiah, R. (2024).

Aim for more social support for adolescents
The information emphasizes how important social support is for teenagers in Australia, New Zealand, and Papua New Guinea, all of which are dealing with different issues. In Australia, adolescents' propensity to seek help for emotional problems is greatly influenced by strong peer and familial support, underscoring the importance of social networks as stress-reduction

strategies. Young people in New Zealand, especially those with Indian ancestry, face mental health challenges, but they frequently don't seek help. Their coping mechanisms, which are shaped by cultural settings, suggest that parents and counselors should become more cognizant of these issues in order to effectively support these clients. High rates of adolescent pregnancy in Papua New Guinea are caused by social and cultural barriers. Improving social support networks as a whole is essential for fostering teenage wellbeing. (Dissanayake and Hedley. (2017).

Mental distress
Significant issues about mental discomfort are brought to light by the statistics in both Australia and New Zealand, suggesting the urgent need for systemic reform and support. Psychological discomfort has significantly increased in Australia, especially among women, and has a negative correlation with affluence. This implies that mental health issues are made worse by socioeconomic conditions, highlighting the necessity of comprehensive policy changes to guarantee fair access to mental health services. Given its high proportion of mental health problems, New Zealand understands the value of early intervention. The nation hopes to improve youth outcomes by expanding access to mental health services in primary care and schools, which will ultimately avoid long-term disorders and boost academic achievement. Taken together, these findings need focused approaches to alleviate inequities in mental health and enhance general wellbeing. (Menzies, R., Poulton, R., and Gluckman, P. 2020).

Inclusive education
The information demonstrates different strategies for inclusive education (IE) in Australia, New Zealand, and Papua New Guinea, which correspond to their distinct educational environments and difficulties. Although IE has expanded to include all students in Australia, its application is still uneven between governments, which causes differences in results and access. This suggests that a more coordinated strategy is required to guarantee fair education for all. New Zealand exhibits a more robust dedication to IE, as evidenced by its initiatives that foster a respect and understanding of variety. Even if achievement gaps are closing, especially for Indigenous kids, there are still obstacles in the way of fully implementing inclusive practices. The adoption of IE in Papua New Guinea is linked to larger social principles, which calls for a cultural revolution to meet the country's educational and social demands. In general, these observations highlight the importance of comprehensive, context-sensitive strategies to enhance inclusive education across diverse settings. (R. Bomen, 2017).

Happy and positive classroom to promote psychological well-being
The data above from Argentina, Colombia, and Venezuela indicates that students develop their psychological well-being by preparing good classroom conditions. In Argentina, the knowledge that comes from assessing young people's happiness considers the broad social contexts that help define their positive interactions with others as well as their home conditions, suggesting that emotional well-being can grow even under adversity in socioeconomic conditions. While in Columbia, Promoting the positive impact of SEL on student outcomes; supportive climate; improved relationships between teachers and students, more inclusive classrooms; greater interdependence and cooperation and respect from teachers toward students. The fact that Venezuela focuses on school climate as the determinant for well-being shows how the empowering environment can alleviate bullying and foster richer emotional support. Collectively, these lessons suggest that context-sensitive strategies should be employed to catalyze emotional health and well-being in educational settings across these countries.

Safe School Environment

The information emphasizes how vital secure learning environments are in Venezuela, Argentina, and Colombia—all of which are dealing with different difficulties.

Teenage risk-taking is associated with psychological problems such as loneliness and anxiety in Argentina, according to studies, and parental participation protects against these problems. This emphasizes the necessity of providing schools with better mental health care and counseling services. The goal of Colombia's efforts to adopt the Safe Schools Declaration is to shield pupils and educational facilities from violence. This pledge demonstrates a proactive strategy for maintaining school safety in the face of persistent difficulties. Venezuela's thriving student movements highlight the youth's role in promoting democratic values and civil rights, highlighting the significance of student voices in creating a secure learning environment. When taken as a whole, these observations show the necessity of fostering supportive and secure environments for effective learning and development. . (Fernandez, A. (2014).

Perceived social support

The information shows how important perceived social support is for teenage well-being in Argentina, Colombia, and Venezuela. In Argentina, adolescents' sense of fulfillment and purpose in life are greatly influenced by their families' social support, local efforts, and government programs. Resilience and purpose are fostered through strong interpersonal relationships. Colombia highlights the significance of community involvement and family ties, emphasizing how cultural norms affect teenagers' sense of support. Developmental outcomes and mental health depend on this social capital. In Venezuela, social support is still necessary for emotional control and wellbeing despite political unrest and economic hardships. It emphasizes the safeguarding power of family ties in trying circumstances. Overall, these findings emphasize how important it is to create loving, supportive situations for adolescents in order to improve their mental health and development. (Harandi et al., 2017).

Social and emotional development

The evidence gathered from the US, Canada, and Mexico emphasizes how vital social and emotional growth is to fostering teenagers' general well-being.

The necessity for social-emotional learning (SEL) programs to improve children' emotional skills—which are connected to both academic success and happy school experiences—is becoming more widely acknowledged in the United States. This is indicative of a larger movement in society toward aiding the underprivileged. Cultural values have a substantial impact on pupils' social-emotional competence and academic achievements. Canada highlights the importance of family connection and community support in developing emotional development. The New Educational Model in Mexico emphasizes the importance of emotional control and interpersonal skills by including socio-emotional development into curricula. When taken as a whole, these observations highlight how important it is to incorporate social and emotional development into all educational systems. (Dominguez, H. P. MIFS 2018).

Positive school climate and safe school environment

The data from the US, Canada, and Mexico demonstrate how important it is to have a pleasant school climate in order to improve student results. Studies conducted in the United States suggest that a school atmosphere that is supportive might enhance academic performance and lessen the negative consequences of poverty. The achievement of students is greatly influenced by important elements like warmth and teacher support. Canada places a

strong emphasis on the value of social ties and a feeling of community, which promote healthy habits, raise academic achievement, and lessen disciplinary problems. In a similar vein, how Mexican kids feel about their school has a direct impact on their academic, psychological, and behavioral growth. All in all, these observations highlight how important it is to foster a supportive school environment in order to facilitate students' overall development in a variety of settings.).(Orozco-Solis, & Bradshaw, C. P. (2016).

Self-awareness
The information from the US, Canada, and Mexico highlights how important self-awareness is in social and educational settings. Promoting self-awareness among students in the US encourages them to consider their identities and intellectual prowess, which enhances the caring atmosphere in the classroom. Their academic self-concept is improved by this focus, which is influenced by social and cultural supports. In order to promote meaningful connections, Canada's approach integrates self-awareness with multiculturalism and reconciliation, encouraging people to connect with their many identities and history. Self-awareness plays an important part in conflict resolution and interpersonal well-being in Mexico, where it is associated with emotional control in relationships. All things considered, these observations highlight the importance of self-awareness as a cross-cultural competency for social and personal growth. (Elizazalde-Monjardin, M., and Salcido-Cibrián, 2023).

CONCLUSIONS

Examining the differences between the curriculums of other nations provides important insights into the ways in which educational systems are influenced by theory, culture, and the economy. Framed within Maslow's hierarchy of needs in education, the study indicates that effective curricula must address not only cognitive development but also the foundational needs of students which includes the safety, belonging, and self-esteem. When educational objectives coincide with these essential requirements, students experience better mental, physical, and psychological well-being, which in turn supports a stable learning environment.

Students' general resilience and engagement are greatly increased by curricula that emphasize social connection, emotional support, and physical health. Prioritizing these comprehensive needs can help educational systems better assist students in reaching their goals of social stability and academic achievement, which will ultimately result in communities that are healthier and more cohesive.

Additionally, as framed by Maslow's hierarchy of needs in education, students can flourish both academically and emotionally in a stable setting since it meets their basic needs for safety and belonging. As a result, maintaining school stability is crucial to meeting students' holistic requirements, guaranteeing their general growth, and improving academic results. Future studies should investigate methods for establishing and preserving stable learning environments in schools that support students' mental and physical development of students.

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