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Journal procedures

Among the measures taken by the journal upon the arrival of the research are as follows:

1. The research is subject to scrutiny in the following respects:
 - a. Ensure that the research is not extracted through a special program for this purpose.
 - b. Ensure that the research is not published
 - c. The publisher is required to sign an undertaking that the research is not published and not extracted and may not be published anywhere else.
- 2- After the initial approval of the research and its topic , send the researcher the initial approval specifying the publication fees and the date of publishing the research.
3. In the event of a refusal, the researcher shall be informed of this by an official letter stating the reason.
4. After the initial approval of the research the research is sent by official letter to arbitrators with the same jurisdiction as the title of the research, with a special form to evaluate the research from several aspects without mentioning the name and address of the publisher.

5. Within 14 days, the researcher gets the answer regarding his research, In the event that there are notes about the research, the search is repeated for the researcher in order to make the correction after that, final approval is sent to publish the research.

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Conditions related to the researcher (publisher)

- 1- The research must be unpublished and not previously published anywhere else.
- 2- The paper should be written in one of the two languages, Arabic or English only.
- 3- The search is sent in two formats, one of them **word** and **pdf** , With two abstracts in Arabic and English, Not more than 200 words for each abstract, And send it to the email journal@neacademys.com
- 4- The research is attached to a letter addressed to the editor-in-chief of the journal requesting that his research be published and an undertaking not to publish his research in another publication.

Technical conditions for writing Search

1. The number of search pages is not more than 30 pages of pieces (21 x 28) A4
 2. For writing in Arabic, calligraphy is used **Simplified Arabic** At a scale of 14, the headline is written on a scale 16 bold type.
 3. To write in English is used **Times New Roman** At a scale of 12, the title is written on a scale of 14.
 4. The Arabic margin is written in scale 12 with the same type of font, while the English margin is written in scale 10 with the same type of font used.
 5. Attached with the research abstracts key words (function), and be in both Arabic and English.
 6. The number of references and sources should not exceed 5 pages.
 7. Tables, drawings and figures must be (12 x 18) size.
 8. References are written in the text in a manner **American Psychological Association. APA** .Sources is arranged alphabetically at the end of the search according to the author's last name.
- .All appendices are mentioned at the end of the paper after references.

sequ ence	Title	Publisher name	Page No.
1	Chief Editor word	Prof.Dr.Kadum AL Adilly	2
2	Political solidarity and its relationship to social courage	Dr. Salah Adnan Nasser Saloumi	3-18
3	The intellectual emptiness and its relationship to family security from the viewpoint of university students	A.Prof.Dr. Zahia Saleh Zaitoun	19-37
4	Reading of Arabic Legacy toward the Levels of Literary Modernization	Associate.Prof.Dr.Bashir Ahmed Youssef Omar	38-50
5	The phenomenon of Islamphobia Concept, origination, photorealistic images	Dr. Hanan Abdel Karim Ahmed Mohamed	51-67
6	The Spanish Colonization of the State of western Tripoli (1530 – 1510)	Dr. Ali Abokhzam Mohammed	68-80
7	The state of concern for the recipients of Corona virus news through the various communication platforms (Between truth and misinformation)	A.Prof. Dr. Abbas Al-Imami A.Prof. Dr. Muhammad Al-Jubouri	81-99
8	Emotional regulation and academic competence as a predictive indicator of psychological well-being of a sample of secondary school students in the Ahmadi Governorate in the State of Kuwait	Dr. Rashid Maneh Rashid Al-Ajmi Dr. Amal Falah Fahad Al-Hamlan	100- 122
9	The association of Depression in Patients with kidney Failure & Cancer with some Variables: A case study of patients at Al-Jazeera Hospital for kidney Diseases & Surgery Hospital of the National Institute for cancer, Wad Madany, Sudan	Dr. Rodwan Elrofaiy Mohammed Dr. Osman Hamadain Osman	123- 141
10	Prospects for Online EFL Instruction for Sudanese Tertiary and Secondary Levels	Dr. Mahjoob Al-Dugul Jaily	142- 152



Prof. Dr. Kadum al-Addly

Chairman of the Northern European Academy of Sciences and Scientific Research

In the name of of Allah the Merciful

**{Have you not seen how Allah, for example, a good tree good word origin and a fixed branch in the sky * pay off all the time with the permission of her Lord and God strikes parables for people so that they might remember *
Great truth of God**

So, the good word has a good product that is not limited to the place and time in which it was said, but rather its impact extends to every time, and no time limit has been set for the end of its effect. Two important events have led me to quote this verse, and we are preparing to publish this issue:

The first is the transfer of our colleague Professor Taleb Al-Shammari, a member of the advisory body of the magazine, next to his honorable Lord, and the deceased is a knowledge of the media of the academic community, where many students of knowledge have studied at his hand, where he has lectured, supervised and discussed many letters and theses, and published many studies and research, and all of this will remain its effect for a long time As long as his students continue to transmit what they have learned from the aid of his knowledge, and as long as his writings and research use references upon which to support and strengthen research proposals.

The second event that placed this noble verse in front of my eyes in depth, although it was not absent from me: a phone call from an eloquent poet and a brilliant journalist living in Marrakesh. I was a teacher at the Teachers Institute, so this call shook me with the expressions of loyalty and assurance that I was a catalyst and an encouragement for his success, and it provoked my desire to review the number of students who completed their studies through open education and the number of researchers who published their research and studies in preparing the magazine, and I found that they are distributed over the continents of Asia Africa and Europe. Modern technology has provided us with capabilities and capabilities to communicate remotely, proximity distances and facilitated ways for us to communicate and exchange information, and so the tree has grown and eaten and its fruit extended, praise be to God, and for the sake of the fruit to grow and increase and its taste is good, the uncles continued diligently and actively, and our magazine obtained the Arab and international influence factor and contracted with several Entities to re-publish their contents to ensure wider spread and international accreditation, and within this direction the editorial board seeks to obtain accreditation for the Scopas and Clarified misleading, and we are pleased to announce to our esteemed researchers the nearness of obtaining the DOI index, which is a prerequisite for entering the Scopas misleading.

Praise is to God, in the first and the last, and from him we derive help and repayment

**Politisag solidarity and its relationship to social
courage**

Prepared by



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Abstract

Due to the high incidence of social injustice at the global level, social psychology has taken upon itself attention to the issue of political solidarity, as studies have indicated a negative relationship between political solidarity and feelings of sympathy and affection between different groups, and in this area several studies have indicated that social courage is negatively related to submission.

And to achieve the objectives of the current research, the researcher built the political solidarity Represented in Validity , And all the psychometric procedures scale and the social courage scale reliability and the discriminatory power of both scales were extracted, and then the two scales were applied to a sample of (434) male and female university professors who were randomly and equally selected from the research community that included the University of Baghdad. And Mosul and Basra, after processing the data statistically, the research reached the following results:

1. University professors are characterized by political solidarity.
2. University professors are characterized by social courage.
3. There is a positive relationship between political solidarity and social courage

Key words: political solidarity - social courage

First: the research problem

Iraqi society has been subjected to turmoil on all social, economic and political levels, and therefore these emergency and harsh conditions increase the feeling of deprivation of individuals and groups, and in this context, every individual fights for his dignity and the promotion of his rights and this is normal, and thus he will have a psychological drive to achieve justice and disavowal From social injustice, but that is not possible due to the weakness of political solidarity between the various social classes, and therefore the weakness of political solidarity increases the justification of injustice and conflict, and at the same time, political solidarity with the deprived groups is not possible if the social courage is weak in the individual or group.

The study of Neufeld (2018) found that there is a negative relationship between political solidarity and the belief in world justice and justification of the system. Equality between groups is a legitimate and acceptable process, which leads to a weakening of political solidarity, and in addition to the above, selfishness is negatively related to political solidarity, and thus the individual takes a bystander (Neufeld, 2018, pp: 79-84).

If social courage is a behavioral performance to overcome and withstand the threat and fear, then it is a basic requirement for all solidarity with disadvantaged groups for social change (Repenshek, 2009, p. 55). The study of Howard and Holmes (Howard & Holmes, 2019) indicated that there is a positive relationship between the weaknesses of social courage. Silence, submission and submission, and the study shows this through the weakness of the positive voice of the individual makes him refrain from talking about the faults and inefficiency procedures within the institution, whether it is an academic or social institution, and this silence blocks the necessary information that the leader of the institution may need in order to carry out the necessary reforms in order to develop The institution, and thus the individual's lack of social courage stands an obstacle to improving working conditions within societies (Howard & Holmes, 2019, pp: 53-54). In this context, Howard and Fox (2020) emphasized that the individual's lack of social courage increases social problems. And the absence of justice and the spread of injustice, and Howard and Fox tried to investigate the **validity of the hypothesis that men are more socially brave than females, and this is what makes males** And the absence of justice and the spread of injustice, Howard and Fox tried to investigate the validity of the hypothesis that men are more socially brave than females, and this is what makes

males take more dangerous decisions, but the results of their study showed that there are no differences in the variable of social courage between males and females (Howard & Fox, 2020, p. 3). The problem of the current research is demonstrated by an academic scientific attempt to answer the following question: Is there a relationship between political solidarity and social courage?

Second: The importance of research

If social psychology has recently been interested in the concept of political solidarity, this importance is evident in the spread of world peace (Górska, 2020, p.2) as the study of Dixon and others (Dixon & et.al, 2017) indicated that contact between disadvantaged groups strengthens solidarity Political solidarity, thus weakening discrimination and inequality, as communication challenges negative stereotypes by allowing individuals to gain accurate knowledge about each other, and it also has emotional consequences, as political solidarity reduces feelings of anxiety from others and increases positive emotional responses, including ability. On feeling sympathy across group boundaries, that is, there is a change in negative feelings and beliefs between groups (Dixon & et.al, 2017, pp: 83-84), and the Glasford & Calcagno study (Glasford & Calcagno, 2012) found that psychological processes that work to reduce prejudice between groups It reduces the feeling of grievances between groups, i.e. increases cooperation between groups and thus increases political solidarity within society (Glasford & Calcagno, 2012, p. 323). In this context, Nightingale and others (Nightingale & et.al, 2017) tried to answer the question M. Is it that sympathy leads to realistic political solidarity of the masses of the Irish people with the refugee crisis? The study found that despite the Irish public sympathizing with refugees, at the same time they justify inequality and reject policies that lead to social change, that is, there is a contradiction. On the one hand, they sympathize with refugees and emphasize political solidarity. However, they want it to happen. This is without affecting their economic levels, and if things reach social change, they change their views. They want to preserve the status quo while legitimizing institutional inequality and justify that by saying that they have a European national identity and this identity gives the state the moral right to exclude refugees in order to preserve The economic level, in other words, they use ethnic identity as a justification for excluding refugees, and thus they have an emotional contradiction, meaning they sympathize with refugees, but they exclude them (Nightingale & et.al, 2017, pp: 137-140).

The study of Chayinska et al. (Chayinska & et.al, 2017) indicated that there is a positive relationship between political solidarity and aid behavior for the oppressed at risk, and whenever an individual believes that he will be harmed when the other group is exposed to injustice, he will politically solidify with the outside group. The moral result of the injustice that occurs on an external group, as the blame is placed on the third party who is responsible for the injustice. In order to achieve the group's goals and legitimize its actions (Chayinska & et.al, 2017, pp: 396-406), the study of Starzyk et al. (Starzyk & et.al, 2019) indicated that political solidarity with external groups increases when group members are exposed to a certain degree of suffering. The external group. To clarify this, all people have multiple identities linked together in the same individual, such as ethnic, religious, social, and economic identity, and each of these identities Duck with different levels of social privileges, so a person who belongs to a group with a majority or a privileged group and at the same time belongs to another disadvantaged group, and therefore the greater the recognition of the suffering of other groups, the greater the political solidarity with them (Starzyk & et.al, 2019, pp: 622- 625), and the Calcagno study (2017) found a positive relationship between political

solidarity and the recognition of multiculturalism, and the study concluded that the belief that other groups have good intentions increases political solidarity (Calcagno, 2017, p. 15). Greenwood (2008) indicates that there is a positive relationship between cross-conscious political awareness and political solidarity as cross consciousness increases awareness of interactions between groups (Greenwood, 2008, p. 36).

The interest in social courage goes back to ancient times when both Plato and Aristotle described it as a moral virtue to help others (Hobbs, 2000, p. 70), and the study of Chris (Krys, 2010) found a positive relationship between social courage and humor in the individual. The study requires experimental situations through a television interview. The study concluded that individuals with humor had confidence in themselves during interviews, which led to an increase in social courage (Krys, 2010, pp: 69-72). Holmes's study (Holmes, 2020) indicated that there is a positive relationship between The individual's moral identity and social courage The study also concluded that social courage is positively related to social responsibility (Holmes, 2020, pp: 7-8).

Howard & Cogswell, 2018, indicates that there is a positive relationship between social courage, proactive personality, and empowering leadership. In addition to the above, social courage requires goodwill and risk (Howard & Cogswell, 2018, p.324), and Brendtro et.al, 2005 concluded To the existence of a positive relationship between social courage, independence, a sense of belonging and generosity, while social courage is negatively associated with emotional trauma in childhood, as the study emphasized that social courage grows from an early age in an individual's life (Brendtro & et.al, 2005, p. 130).

What increases the importance of the research is that it deals with new variables that no researcher has been exposed to inside Iraq and the Arab world, which contributes to providing useful and rich information to Iraqi scientific libraries.

Third: - Research objectives

Measuring political solidarity among university professors.

1. Measuring the social courage of university professors.
2. Identify the correlative relationship between political solidarity and social courage.

Fourth: Research limits

The current research has been determined by university professors for Basra, Baghdad and Mosul, and for the 2020 academic year.

Fifth: Defining terminology

First: political solidarity

Political solidarity was defined by several definitions, including the following:

Subašić & et.al, 2008)

The integration of the social majority with a minority or minorities suffering from inequality in order to challenge the established authority (Subašić & et.al, 2008, p. 331).

Neufeld et al (Neufeld & et.al, 2019)

It is the person standing with a disadvantaged group, allying with it, feeling connected to the issue, and a commitment to work side by side to achieve social change (Neufeld & et.al, 2019, p.728).

The researcher adopted the definition of Newfield and others due to the comprehensiveness of the definition and the dependence of most foreign studies on this definition.

The procedural definition of political solidarity is represented by the overall degree that the respondent obtains as a result of answering the paragraphs of the measure of political solidarity that was built in this research.

Second: Social Courage:

Howard (2019)

The individual's intentional behavior involves risks present in the situation, and those risks include harm to the individual's relationships and social image in the eyes of others (Howard, 2019, p. 736).

The researcher adopted this definition because of the reliance on Howard's theory in the theoretical framework and interpretation of the results.

As for the procedural definition of social courage, it is represented by the total degree obtained by the respondent as a result of answering the measure of social courage that was built in this research.

Theoretical framework

First: Political Solidarity: The theoretical framework for political solidarity is represented by the following theory: -

Newfield and others theory (Neufeld & et.al, 2019).

The theory indicated that political solidarity occurs in the context of the strength of relations between three groups that interact with each other, namely the minority, the authority and the majority, and that the term minority in this theory does not necessarily mean a numerical minority, but rather through its social status, i.e. the relative lack of social and political power, while the authority represents individuals. Groups that have political and executive positions, while the majority are members of groups who are not in positions of power but rather the general public (Neufeld & et.al, 2019, p.728), and the majority is the one who gives the authority its legitimacy on the basis of a common social identity which in turn grants Power is the ability to influence society, and this occurs when the majority views power as working in the interest of the group (Turner, 2005p.11), and if the relationship between the power and the minority is dominated by conflict, hostility and tension, at a time when the authority seeks to maintain the status quo, the minority It seeks to change depending on the mobilization of the support of the majority, as this helps them bring about a change in the positions, decisions and actions of those in positions of power, and in this case, the authority will seek support from the majority, and in a more sense Accurately, the authority and the minority seek strongly to influence the opinion of the majority by creating a common social identity, and the authority and the minority may use several strategies in order to push the majority to reclassify themselves (Subasic & et.al, 2008, p.335) and in order to maximize the opportunities for social change to occur, the minority needs To mobilize the majority in its struggle against the status quo (Simon & Klandermans, 2001, p. 323). According to this theory, despite the struggle Between the minority (who feel oppressed by the authority) and the authority (that is, those who occupy positions of power and have the means to defend the status quo), the way in which members of the majority think about classifying themselves within this broad social context leads to several results, including: -

1. Members of the majority may feel that they have a common identity that includes norms, values and beliefs with the authority. In addition to the above, the minority may be perceived as violating

those standards and thus excluding the minority, and in this case the position of authority is strengthened.

2. Members of the majority may refuse to share their identity with the authority and the minority, meaning that the majority members consider that the authority's actions are immoral and unfair. However, these actions are justified to preserve other foundations and preserve its legitimacy, and then the status quo is preserved, and here the disengagement mechanism is active and supporting the regime. Weak.

3. The majority may agree with both the authority and the minority, that is, the majority members believe that the owners of power implement their important needs and at the same time sympathize with the persecuted minority. Although this situation leads to support for the regime in the short term, the authority may lose its legitimacy in the long run.

4. The majority may reject the power group and stand in solidarity with the minority, and then political solidarity leads to socio-political change (Gorska, 2020, pp: 3-4).

According to this theory, political solidarity has three components: -

1. Alliance with disadvantaged groups

2. The connection of the issue and the feeling of responsibility towards the disadvantaged group, meaning the members of the majority feel that solidarity with the minority is necessary despite not being deprived by the authority, thus showing identification with the minority and a feeling of connection and unity with the realization that they are a different group with distinct experiences and conflicts, and in a more precise sense a common sense By case

3. Commitment to social change, that is, to work side by side with oppressed groups for social change, as political solidarity includes not only providing assistance to the minority, but also a conscious commitment to join others to challenge injustice (Neufeld & et.al, 2019, pp: 729-730) . The political solidarity of the members of the majority with the minority, while not affected by the negative actions of the authority, appears as a willingness to challenge the authority's actions in solidarity with the disenfranchised. Therefore, political solidarity is a process characterized by a change in the relations between the majority, the authority and the minority to the extent that the majority becomes ready to challenge authority and solidarity. With the minority, and that It occurs when members of the majority reclassify themselves as they consider the authority to be an external group and the minority represents their group. Here, individual differences do not disappear. Rather, the status quo is perceived in the context of common goals and interests, and in this context, the challenge of the disadvantaged minority to the power group for social change depends on the extent of its ability to obtain On cooperation, sympathy and trust on the part of the majority members, and therefore political solidarity requires the development of a common political orientation to the current situation and a sense of the common cause between the majority and the minority, and this is evidenced by the desire for collective action (Subasic & et.al, 2008, pp. 331-337), and the theory emphasized that solidarity The political is not considered a fixed psychological feature such as intelligence and other personality variables, but rather depends on the situational contexts, meaning that the political solidarity of the individual is not fixed with all issues and groups, as political solidarity is affected by a variety of factors, including the priorities of the individual and his group and the importance of the issue to him (Neufeld (2018, pp: 10-11).

Second: - Social courage: The theoretical framework for social courage is represented by the following theory:

Howard's theory (Howard, 2019).

This theory has confirmed that each individual moves in the social context depending on two regular processes: the drive (orientation) towards the task to achieve the desired goals and the drive (avoidance) to move away from the unwanted stimuli. In other words, individuals with social courage are more oriented towards the benefits of their actions and thus they will be more attracted to positive social outcomes, albeit far-reaching, and in addition to the above, social courage is in opposition to the drive of avoidance, meaning that courageous individuals are less sensitive to unwanted stimuli (Howard, 2019, pp: 737-738). People calculate the benefits and costs of behavior, so individuals with social courage reduce personal risks and in turn increase the percentage of benefits that they get as a result of doing acts of courage (Howard & Holmes, 2019, p.57).

If individuals in general possess several identities at the same time, including personal, organizational and social identity, then these identities struggle with each other when the individual faces a specific problem. Therefore, this tension between individual identities and potential changes is a personal risk involved in the behavior of social courage, and therefore the values of the individual may they are inconsistent with his personal relationships based on the performance of the social role. For example, an individual may feel that he needs to follow the orders issued by the head of authority, whether they are social, political or academic, but these orders at the same time contradict the individual's moral or social identity, which leads to anxiety. And tension (Koerner, 2014, pp: 63-64) While the basic determinant of an individual's act of courageous behavior is the perceived strength of the individual, and the individual is likely to perform acts of courage if he has the advantage of social strength over others, as overcoming perceived threats to one's relationships. It is a major topic of courage, and therefore social courage is a psychosocial phenomenon (Schilpzand & et.al, 2015, pp: 52-53)

The theory indicated that social courage manifests itself in two types of risky behaviors:

1. Behavior that harms one's relationships, for example, facing the wrong behavior of the colleague. Therefore, this courageous behavior will have several consequences, including loss of the colleague, hostility and anger.
2. Behavior that harms the individual's social image. It may also be called the costs of losing the individual's value in the eyes of others. For example, when an individual requests his colleague for help in a particular matter or duty, the individual risks his value and ability from the viewpoint of others. The risk here is lack of knowledge or perceptions of inefficiency, and thus if there is a fear of social consequences, these behaviors will disappear, while these behaviors improve performance, whether on the social, political or academic level, as the theory emphasized that social courage is linked to a group of personal inclinations, as certain features lead to individuals excel in social situations, including (social communication, self-confidence), as individuals with social courage interact with dangerous situations while they are characterized by the previous traits, while other individuals focus on anxiety and excessive fear of the risks they are exposed to when they are presented with courageous situations (Howard & et.al) (2016, pp: 675-685), and the theory also indicated that individuals with social courage enjoy perceived personal well-being because they focus on the consequences of behaviors. They are positive and its repercussions within the social context, and they are more flexible in the face of environmental problems, as they believe that they have earlier overcome more severe difficulties, and courageous actions affect the individual's re-awareness of his identity and thus he perceives himself as strong, coherent and solid, and thus

courage is linked. Socialism inversely affects anxiety, fear and depression (Howard, 2019, pp: 734-738). The theory articulates a set of assumptions, including:

1. The higher the individual's social courage, the higher the level of persistence.
2. The higher an individual's social support, the higher his social courage (Howard & Cogswell, 2018, pp: 328).

Search procedures

First: - Research community: The current research community consists of (2886) Basra University professors (Basra University, Statistics Division, 2020, p. 1) and Baghdad University professors, whose number is (6642) (Baghdad University, Statistics Division, 2020, p. 1) and professors The University of Mosul, whose number is (4180) (University of Mosul, Statistics Division, 2020, p. 1), as the total number of the research community reached (13708).

Second: - Research samples

A- Sample of research results: - The research sample consisted of (434) male and female university professors, chosen in a random stratified method of equal distribution from all colleges of the universities (Baghdad, Mosul, Basra).

B- Research samples for statistical analysis purposes:

These samples were used in order to identify discrimination, consistency, validity of paragraph construction and clarity, and calculate the time required to answer, as shown in the following table:

Table (1)

Research samples for statistical analysis purposes

The source from which the sample was taken	NO.	The purpose for which the sample was used	T
College of Arts and Engineering at the University of Basra	30	Knowing the clarity of the paragraphs of the measure of political solidarity and social courage	1
University of Baghdad, Mosul and Basra	400	It was used to extract the discriminatory power of the two measures of political solidarity and social courage	2
College of Medicine, Law and Education at the University of Baghdad and Basra	60	It was used to extract persistence using the Cronbach alpha for both the search scales and the half-segmentation method .for the social courage scale	3
University of Baghdad and Basra	100	Used to extract construct validity for the scale of political solidarity	4
University of Baghdad and Basra	160	Used to extract construct validity for a measure of social courage	5

Third: - Search Tools: The first tool: - A measure of political solidarity The researcher has relied on the research procedures on the theoretical data in the second semester related to building the scale and defining its fields according to the following: -

1. Defining the fields of political solidarity scale: - The researcher identified the fields of the political solidarity scale according to the theory adopted, and the fields were as follows: -

- a. The field of alliance: - the individual's sense of unity, union and common identity with the disadvantaged groups, and the order of his paragraphs in the scale was from (1-6)
- b. The area of relevance of the issue: - The individual's feeling of responsibility towards the issue of the disadvantaged group and viewing it as important to the extent that it expresses the same individual, and the order of its paragraphs is (7-12).

- c. The field of commitment: - The individual's pledge to perform the duty towards the disadvantaged group and work with it for the sake of social change, and the order of its paragraphs was from (13-19).
2. Identifying the sources of the paragraphs of the measure of political solidarity: - The researcher has relied on the theory of Neufeld and others (Neufeld & et al., 2019). The researcher has also benefited from previous studies, as shown in the following table:

Table (2)
Sources of the paragraphs of the measure of political solidarity

The source of the paragraphs	Phrase numbers	NO
(Neufeld&et.al,2019,p.735)	15 · 14 · 11 · 9 · 8 · 5 · 3 · 1 12 · 19 · 17 ·	1
(Chayinska&et.al,2017,p.401)	13 · 4 · 2	2
(Neufeld,2018,p.122)	18 · 10 · 7 · 6	3

3. Alternatives and correction keys: - (7) alternatives have been given according to Liker's method, which are (strongly agree, agree, somewhat agree, neutral, somewhat disagree, disagree, strongly disagree). From (1-7), if the paragraph is negative, scores are given from (1-7).

3- The scale instructions: - The researcher has been keen on accuracy and clarity in formulating the scale instructions, with the importance of the respondent's response expressing his opinion in all sincerity, as the respondent's answer is used for scientific research purposes only and without the need to mention the respondent's name.

4- Verifying the validity of the scale's paragraphs: - This procedure requires obtaining the consensus of the arbitrators regarding the apparent validity of the scale, as the researcher presented the instructions, paragraphs, alternatives and weights of the scale to (8) arbitrators who are specialists in psychology as passed above in this research, and after If the researcher retrieved the scale from the gentlemen of the arbitrators, the approval rate was between (87.5% -100%) and based on the above, all paragraphs were kept without deletion, except for paragraph No. 6 (my relationship with my friends ended due to my frankness) and thus the scale consisted of 16 Paragraphs, and the researcher took all the linguistic and methodological amendments suggested by the arbitrators.

5. Sample clarity of instructions and paragraphs: - After preparing the scale of social courage and its instructions, the researcher applied the scale to a sample of (30) university professors mentioned above in Table (1). The researcher found that the paragraphs of the scale and his instructions were clear and the average response time was (6) minutes.

6. Indications of Discrimination: These were obtained through two methods: a. The two extreme groups: - To achieve this procedure, the researcher ranked the questionnaires in ascending order of the sample of statistical analysis of (400) and mentioned above in Table No. (1), and (27%) was taken from the upper group and (27%) from the lower group and the number of each group was (108) With a total of (216), the mean of each paragraph and its deviation were calculated, and then the T-test was applied to two independent samples and the extracted T value was compared with the tabular T value of (1.96) and with a degree of freedom (214), and the results showed that all paragraphs of the scale of social courage have strength Discriminatory and the following table explains that.

Table (6)

Distinguishing the paragraphs for the measure of social courage in the style of the two extremes

The computed T-value	Lower group		The top group		T
	standard deviation	Arithmetic mean	standard deviation	Arithmetic mean	
12.14	1.01	3.96	1.31	5.32	1
13.41	1.30	4.22	1.19	5.83	2
8.57	1.66	4.05	1.54	5.37	3
8.75	1.19	4.76	1.48	5.89	4
6.10	1.71	4.38	1.77	5.40	5
8.30	1.20	4.59	1.61	5.72	6
9.61	1.63	4.44	2.16	6.21	7
8.23	0.90	4.37	1.97	5.58	8
6.23	1.97	4.83	2.06	6.04	9
9.24	1.59	4.61	1.12	5.83	10
3.44	1.08	4.79	1.43	5.21	11
5.84	2.17	4.80	2.13	6.01	12
8.50	1.82	4.32	1.65	5.74	13
7.23	1.26	4.41	2.03	5.59	14
6.83	1.45	4.53	2.11	5.72	15
7.22	1.61	4.56	1.47	5.63	16

B. The relationship of the paragraph score to the overall score of the scale: To achieve this procedure, the researcher extracted the Pearson coefficient to find the relationship between the score of each paragraph and the total score of the scale for the same sample for the two extremes, amounting to (400). It is (0,098), and the following table shows that:

Table (7)

Distinguishing the paragraphs for the scale of social courage in the manner of the relationship of the paragraph score to the total score of the scale

The relationship of the paragraph to the total score	T	The relationship of the paragraph to the total score	T	The relationship of the paragraph to the total score	T	The relationship of the paragraph to the total score	T
0,408	13	0,482	9	0,711	5	0,323	1
0,353	14	0,517	10	0,428	6	0,346	2
0,532	15	0,639	11	0,385	7	0,671	3
0,449	16	0,391	12	0,462	8	0,450	4

6. Validity indicators: - The researcher extracted several types for the validity of the scale, including the following: -

A- Apparent honesty: - This type of honesty depends on the appropriateness of the scale's paragraphs to measure what they were set for, and this is often decided by experts specialized in the field to which the scale belongs (Abdulrahman, 2008, p.199). On a group of the aforementioned arbitrators, as these arbitrators agreed on the scale as previously referred to in this research.

B- Validity of construction: - This type of honesty is sometimes called the sincerity of the concept and the sincerity of the hypothesis, and it is one of the most important types of truthfulness as it depends on experimental verification because it depends on the extent to which the instrument is measured to form a specific hypothesis (Rosnow, 1999, p.151), and based on The above has been verified by the researcher of the construction validity index as passed earlier in the research through the method of the two extremes and the relationship of the degree of each paragraph to the total degree of the scale, and based on the theory adopted by Howard (Howard) and Howard & Fox study (2020, p. 3), the researcher formulated the following hypothesis (there are no significant differences in social courage according to the gender variable) and this measure is among the indicators of construct validity, and to achieve this measure a scale was applied Social courage on a random sample of (160) university professors distributed evenly according to the gender variable (male - female), as this sample was randomly drawn from the University of Baghdad and Basra, and the results showed that the arithmetic mean for males is (101.14) with a standard deviation (9.18), while The arithmetic mean for females is (99.81) and a standard deviation (10.12), and after using the T-test for two independent samples, the calculated T value appeared (1.22), which is smaller than the tabular T value (1.96) and at a level of significance (0.05) and a degree of freedom (158), which means that there is no Differences between males and females in the variable of social courage, and thus the validity of the hypothesis.

8. Stability indicators: - If the consistency reflects the consistency and repeatability of the answer in measuring the phenomenon, then it is extracted in several ways, including retesting and the half-segmentation method (Franzen, 2013, p.15) and because of the researcher's inability to achieve the method of retesting due to the application of the scale It was electronic, as the researcher relied on the following methods

a. The Alpha Cronbach method: - To achieve this procedure, the researcher applied the social courage measure to a random sample of (60) university professors referred to above in this research, and the results showed that the value of the stability coefficient reached (0.91).

B. Half-segmentation method: - If this method requires dividing the scale into two halves, the even and individual paragraphs will become separately (Nath, 2013, pp: 1-5), and to achieve this procedure, the researcher applied the social courage measure to the stability sample that passed It was mentioned above, which is 60 university professors, and after that the researcher divided the respondents' answers into two parts, and after using the Pearson coefficient between the scores of the two halves of the scale, the value of the correlation coefficient was (0.77) and after using the Spearman Brown corrective equation in order to obtain a total correlation coefficient for the scale, the value of the reliability coefficient reached (0.77). (0.88).

Fourth: Final implementation: - The measure of political solidarity, which consists of (19) paragraphs, and the measure of social courage consisting of (16) items were applied to the application sample amounting to (434) male and female university professors in the period between (5/4/2020) Until (6/17/2020), noting that the researcher applied the measurements electronically due to the Corona pandemic.

Fifth: statistical means: -

The (spss) program was used in the search procedures and extracting the results as follows: -

1. Pearson Correlation Coefficient: - This method was used to extract the results of the following: • Finding the relationship between the score for each paragraph and the total score for both scales • Finding the correlation between the scale of political solidarity and the scale of system justification, to extract the sincerity of construction for the scale of political solidarity. • Finding the relationship between the two halves of the measure of social courage to extract consistency • Finding the correlation between the measure of political solidarity and social courage. 2. The Alpha Cronbach equation: - This method was used to find the consistency for both research measures. 3. The T-test for one sample: - This method was used to measure political solidarity and social courage in the application sample. 4. The T-test for two independent samples: - This method was used to compare the average of males and females to extract the validity of construction for the measure of social courage.

Discussing and interpreting results

Presenting the research results, discussing and interpreting the results, and thus coming up with a set of recommendations and proposals, as follows: -

First: Presenting, discussing and interpreting the results: After the researcher used the statistical bag program, the research reached the following results:

1. Measuring political solidarity among university professors:

The arithmetic mean of political solidarity for the applied research sample was (106.41) with a standard deviation (13.25), while the hypothetical mean was (76). Significance level (0.05) and degree of freedom (433), which means that the research sample is characterized by political solidarity, and the following table shows that: -

Table (8)
The T-test for one sample for the Political Solidarity Scale

Indication level	Tabular t value	The calculated t value	Hypothesis	standard deviation	Arithmetic mean	the number	Sample type
Statistical function at a level (0.05)	1.96	47.81	76	13.25	106.41	434	University professors

This result is in agreement with the results of the study of the adopted theorist, Neufeld and others (Neufeld & et al., 2019, p.726), and also with the results of the study of Dixon and others (Dixon & et al., 2017, p.83). This result can be explained based on what the adopted theory indicated that the feeling of responsibility towards the deprived groups increases the state of identification and the feeling of connection and unity with the deprived groups despite the existence of different experiences and conflicts and thus working side by side with the deprived groups for a social change that guarantees justice and social equality. And economic (Neufeld & etc. Al, 2019, pp: 729-730), in addition to the above, university professors have a humanistic approach that drives their psychological motivations with an ethical dimension to help the deprived of all classes of society and as a result of their intelligence, they diagnose the turmoil in the state system, and thus

The university professors cooperate and sympathize with every sociopolitical move to change the conditions of the oppressed.

2. Measuring social courage among university professors: - The arithmetic mean of social courage for the applied research sample was (103.71) with a standard deviation (15.02), while the hypothetical mean was (76), and after processing the data using the T-test for one sample, the calculated T value was (38.43) It is greater than the tabular T value (1.96) at the level of significance (0.05) and the degree of freedom (433), which means that the research sample is characterized by social courage, and the following table shows that: -

Table (9)
One-sample t-test for the Social Courage Scale

Indication level	Tabular t value	The calculated t value	Hypothesis	standard deviation	Arithmetic mean	the number	Sample type
Statistical function at a level (0.05)	1.96	38.43	76	15.02	103.71	434	University professors

This result is in agreement with the results of the Howard and Holmes study (2019, p. 53), as well as the results of the Howard study (Howard, 2019, p. 734). This result is explained through the theory adopted, as it indicated that social courage increases the improvement of the individual's performance within the work context, whether on the social, political or academic level (Howard & et al., 2016, pp: 675-685). People with social courage are more resilient in facing environmental problems because they believe that they have overcome more severe difficulties in the interactions of their previous lives (Howard, 2018, pp: 734-738), and therefore the university professor's feeling of the solidity of his perceived personality in terms of his social and scientific standing and his ability to persuade. Because of the information storage that he possesses, he increases his social courage, and the more previous he makes the university professor realizes that he has a social role and that he must perform it with all skill.

3- Finding the relationship between political solidarity and social courage among university professors: After statistical treatment of the data to find out the relationship between political solidarity and social courage, and using the Pearson coefficient, it was found that the value of the correlation coefficient (0.79) and this result means that there is a positive correlation between political solidarity and social courage, and the following table explains that.

Table (10)
Pearson correlation coefficient for the variables of political solidarity and social courage

Correlation coefficient value	the number	the sample
0.79	434	University professors

This result can be explained through the theoretical framework adopted, as the university professors' class feels that they are the ones who give the power its legitimacy based on the existence of a common social identity, the university professor has a sense of responsibility to change situations of inequality, and then the university professor's decision to support political solidarity with the disadvantaged. It leads to pressure on the authority to improve performance and at the same time it has to do with social courage, as this depends on the intelligence of the

university professor to reclassify himself according to the new situations, which in turn increases his social courage, which depends on his self-confidence in dangerous situations.

Recommendations: -

- 1- Emphasis on the role of the family and what it does to inculcate human beliefs, such as helping the oppressed and defending the rights of others, for the sake of the growth of positive behaviors, including political solidarity.
2. Building extension programs that emphasize the development of concepts of justice and equality, and thus the negative stimuli that the individual does not like to be exposed to must not accept being exposed to others, which leads to the growth of political solidarity.
3. Emphasis on the positive results of social courage in television programs, represented by uncovering financial corruption operations within all institutions.
4. The state gives material and moral rewards for every courageous behavior of an employee that leads to an increase in the state's economic resources.

Suggestions: -

1. Conduct a subsequent study that includes other samples such as (members of parliament, judges, employees of the Ministry of Interior, the Ministry of Education), and then compare its results with the results of the current research.
2. Conducting an experimental study to reveal the effect of religious beliefs in developing both political solidarity and social courage.
- 3- Conducting another study to reveal the relationship between social identity and each of political solidarity and social courage.

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The intellectual emptiness and its relationship to family security from the viewpoint of university students

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Abstract

This study aims to identify the level of Intellectual Emptiness and its relationship to family safety among students of Prince Sattam bin Abdul-Aziz University. It also aims to identify the differences in the correlational?

Relations between intellectual emptiness and family safety among the sample members according to the following variables (gender, college, marital status and economic level). To achieve the aim of this study, the researcher prepared the Intellectual Emptiness Scale, consisting of (38) elements, and the Family Safety Scale, consisting of 31 paragraphs. To derive the results, the means, the standard deviation and Pearson correlation coefficients between the two measures were used and the 4-Way ANOVA analysis.

The study sample consists of (242) male and female students who are registered for the Academic year 1441 AH- 1442 AH at Sattam bin Abdul-Aziz University.

The results of the study showing that the Mean of the Intellectual Emptiness scale is (3.18) with an ordinary degree while the mean of the Household Security Scale was (3.84) with a high degree. The outcomes also indicate the existence of an inverse correlation coefficient, to a large extent, between intellectual emptiness and family safety. The research outcomes proof that there are statistically significant differences in the Intellectual Level according to the “educational level” variable in favor of the seventh level, and the absence of significant differences in the Intellectual Emptiness according to the variables (college, gender and marital status). Furthermore, the results of the study showing that there are statistically significant differences in family safety according to the “collage” variable in favor of (humanity) and according to the academic level (the Seventh), and the absence of statistically significant differences according to the variables (gender and marital status).

Based on the research outcomes, the researcher recommends further studies on Family Safety and Intellectual Emptiness to be done in schools.

Key words: Intellectual Emptiness, Family Security, University Students.

Introduction

The family is the first building block in society, and it has the most important role in achieving intellectual security for children by raising them properly and fortifying them with sound thought and noble values (Abu Hamidi, 2014)

Family security is an important requirement of the modern era, which the family and societies must provide to their children through full support for the family to achieve stability and tranquility and to reject all that hinders the achievement of its goals of concern for the proper upbringing of the individual, and that starts from the proper choice of the husband and wife, in terms of everyone's knowledge of his role and responsibility This new partnership in terms of interacting positively, discarding competitiveness, unity of purpose, awareness of the rights and duties of each of them, and solving the problems they face through mutual dialogue (Al-Anzi, 2018). (Jennifer M, Anna D, 2008) stated that parents who work in low-paying jobs lack time. Therefore, the researchers

suggested adopting a flexible and paid leave policy for working parents in order to give them the opportunity to care for and raise their children.

If the role of the family weakens, the children lose immunity against social and intellectual diseases, and schools and universities have a great role that complements the role of the family in building knowledge, values, skills, sound ways of thinking and the ability to make decisions, especially in the midst of globalization and the availability of social media for everyone, even for children, it has opened wide. On the other hand, we did not equip our children with rooting that protects them and shows them the right from wrong, and training them to take the useful and accept it and reject the badness and reject it, especially since a person by his nature prefers everything that is new and loves to discover it, and is attached to it as much as he has in his spare time, whether in time, knowledge or thought (slave Sahib, 2018).

(Bartleby, 2017) confirmed in a psychological analysis poll of the final values of the individual, as this survey confirmed that enjoying health is the first value in a person's life and he cannot enjoy any other value if he is not physically and mentally healthy and in the second place family security. Very important and comes first in community life.

Sponsored, (2020) has emphasized that family security and the continuation of marital life requires gathering information about the future husband in terms of health status and his ability to form a family, Social situation, his friendships, as ignoring this step may lead to negative consequences that affect the continuity of the family and the upbringing of children later.

There has appeared in our societies and among our children what is called intellectual emptiness, and opinions have differed in defining this concept. There are those who say that there is no absolute intellectual emptiness, for every person has an intellectual and philosophical position from himself, his life, the universe, society, issues and events surrounding it, but it may be intended as an intellectual void. It is the gap or inconsistency between aspirations and desired goals and the existing reality or simply, the intellectual void that occupies us today is self-awareness that is contradictory or different from what should be, and therefore it enters into an intellectual void every intellectual or cultural formation contradictory or different to the requirements of progress, reform and assumed We seek it through education, work and training (Al-Gharaybeh, 2017).

And there are those who see that the intellectual void is the absence of thought and awareness, and this proves the validity of the human mind, but it has not been properly exploited and benefited from, and the intellectual void is attributed to several reasons, including: ignorance and lack of conscious family upbringing from childhood, indifference of a person to the events that take place around him The spread of technology and youth's fear of the future (Nazmi, 2019).

Intellectual emptiness has several manifestations, including psychological: such as feelings of despondency, despair, personality disorder, lack of sense of responsibility, intolerance, isolation and inability to face psychological pressures, and the second of behavioral manifestations: such as excessive enjoyment of life, miserliness, dependency, violence, distancing from worship and indifference to anything surrounding the individual, and the third of these intellectual manifestations represented With the intellectual crisis (identity crisis), intellectual extremism and religious alienation (Wikipedia, 2020).

And in an article written by George (2017), in which he showed that the signs of an intellectual emptiness among university students are the so-called angry ego storm; It is a common phenomenon as an intellectual virus that has spread increasingly among students who consider themselves to be teachers, and do not accept criticism and consider correcting a mistake as an insult,

and this is due to the policy of universities that deal with students as spoiled clients as the rating of (A) is the most common among students, and the article confirmed Empty successes and improper praise are the reason for the students' intellectual void.

The proposed treatment for the problem of intellectual emptiness is through broadcasting sound and correct ideas and talking about them directly with the youth and on the media, as well as strengthening the relationship between parents and children and encouraging them to express their opinion, It strengthens their intellectual immunity against intellectual and social diseases, and also encourages children and students to meaningful reading and constructive dialogue, which develops the independent personality capable of taking its decisions (Al-Shehri, 2009).

From the above, it becomes clear to the researcher that the study problem appears by answering the following questions:

- 1- What is the level of intellectual emptiness among students of Prince Sattam bin Abdulaziz University?
- 2- What is the level of family security among students of Prince Sattam bin Abdulaziz University?
- 3- Is there a relationship between intellectual emptiness and family security among students of Prince Sattam bin Abdulaziz University?
- 4- Does the level of intellectual emptiness and family security differ according to the variables of the study (college, gender, marital status, academic level)?

Study objectives:

The current study aims at the following:

- To identify the level of intellectual emptiness among students of Prince Sattam bin Abdulaziz University.
- Knowing the level of family security among students of Prince Sattam bin Abdulaziz University.
- Identify the statistically significant relationship between intellectual emptiness and family security.
- Identify the differences in the correlation between intellectual emptiness and family security according to the following variables: (gender, college, marital status, and economic level).

The importance of studying:

The importance of this study stems from the concern of the Kingdom of Saudi Arabia with young people, trying to solve their problems, understanding the nerve of society and its prosperous future. Therefore, this study is an important step to identify the causes of intellectual emptiness and its risks among university youth from their point of view, and the extent of its impact on family security.

Limits of study:

The current study specifies students of Prince Sattam University who are registered for the academic year 1441 AH-1442 AH for both males and females in the scientific and humanitarian colleges.

Terminology of study

Intellectual void idiomatically: it is a term applied to the absence of the mind of what is useful, and it is not a condition that the intellectually empty is full of what is not useful, but it is free of what is useful, which makes its companions eligible to be influenced by any thought and method, regardless of its scientific content and degree of validity. ” (Wikipedia, 2020).

Intellectual Emptiness Procedure: It is the total score that the student gets as a result of his response to the paragraphs of the Intellectual Emptiness Scale prepared by the researcher to collect the data of this study.

Family security idiomatically: “It is the achievement of full support for the family institution and the provision of appropriate conditions inside and outside the family to achieve stability and discard all that hinders the achievement of its goals, and concern for the proper upbringing of the individual in a way that contributes significantly to the growth of mental health levels in society” (Al-Enezi, 2018).

Family Security Procedure: It is the total score that the student obtains as a result of his response to the paragraphs of the Family Security Index.

Previous studies:

The following is a presentation of the previous studies related to the study variables, arranged according to the most recent:

The study (Nasser, 2019) aimed to identify intellectual emptiness and intellectual pollution among university students with a monogamous personality. The study sample reached (400) students from the university. Three measures were applied: the intellectual pollution scale, the intellectual void scale, and the monophonic personality scale. The results of the study demonstrated the existence of contamination and an intellectual emptiness and a monogamous personality to varying degrees, as well as the absence of statistically significant differences in the intellectual void and intellectual pollution and the monogamous personality according to the variables of sex (male, female) and specialization (scientific, human).

Bakkar and Al-Khataiba (2018) conducted a study aimed at identifying the manifestations of extremism circulating through modern social media in the eyes of university youth, as it plays a major role in facilitating the spread of deviant thought and threatening family and social security and showing its relationship to some variables such as gender, place of residence, economic status of the family, and specialization. The study was conducted on an intended sample of (135) male and female students from the university, depending on the study tool to collect

The data, the study found an effective role for social media in spreading extremist speeches that have an impact on university youth, and the most prominent manifestations of social extremism such as spreading chaos and rumors, and in second place came religious extremism, and in third place political extremism, and the study proved that there are no statistically significant differences attributable. The variable of sex, place of residence, economic status and specialization.

Ahmed (2018) conducted a study aimed at identifying the concept of the family and its importance, and determining its role in raising children on the security thought, the study adopted the descriptive approach, as the results of the study revealed that the family has a great role in inculcating the belief, values and human principles, linking children with correct curricula, and fortifying ideas

Emerging from stray ideas, satisfying the emotional aspects of children and raising them to correct thinking capable of distinguishing between right and wrong.

Al-Ghafili, (2016) conducted a study on the intellectual void and its role in the negative impact of technology means on the security of the intellectual community. The researcher used the inductive method, the study confirmed that the causes of the intellectual void are family neglect, poor education, and the school's failure to do its duty to cultivate a love of knowledge and knowledge. Bad peers, in addition to modern technical and satellite developments, the media and the unhelpful rubbish material they broadcast and electronic games, as the researcher emphasized the negativity of electronic games as they educate children and adolescents on morals and customs that contradict Islamic teachings and build a personality receptive to violence. The study recommended the importance of rehabilitating young people of the age of It is early and familiar to them to read, learn and draw in order to give them the necessary competence to distinguish between useful and insignificant ideas, to involve the school and university, and to urge them to provide awareness programs to help students protect them from risks and instill the principles of self-control in them.

(Nazmi, 2019) conducted a study entitled Intellectual Void and its Impact on the Bad Use of Modern Communication Technology. The study aimed to identify the dangers of the intellectual void and its effects on members of society and to identify the religious, educational and social role and address this phenomenon.

Abu Hamidi's study (2014) aimed at identifying the family's contribution to achieving intellectual security through the doctrinal foundations, the devotional foundations and the moral foundations of the children. The researcher used the descriptive approach whereby the researcher identified the role of the family in intellectual security by referring to the original Islamic sources from books of interpretation. And the hadith, the researcher emphasized that the family has a great role in achieving intellectual security.

It appears from previous studies that the interest in family security and researching the idea of intellectual emptiness coincided with the spread of social media and information technology that helped spread globalization. Therefore, this study differed from previous studies by trying to know the extent of the spread of intellectual emptiness and its relationship to family security from the viewpoint of university students themselves and its relationship to some Variables.

Study Approach :

The researcher adopted the descriptive approach, which is: a set of research procedures that are integrated to describe the phenomenon or topic based on collecting facts and data, classifying them, treating them and analyzing them to extract their significance and arrive at conclusions and generalizations (Mutawa et al., 2017), as it is the appropriate approach to answer the questions of this study.

The study sample:

The study sample consisted of (242) male and female students from Prince Sattam bin Abdulaziz University, and Table (1) shows the distribution of the sample members.

Table (1): Distribution of the sample members

percentage	Repetition	Category	variable
47.1	114	Humanitarian	college
52.9	128	scientific	
100.0	242	Total	
66.5	161	female	Sex
33.5	81	MALE	
100.0	242	Total	
14.0	34	Married	Social status
86.0	208	single	
100.0	242	Total	
55.8	135	the fourth	Academic level
44.2	107	SEVENTH	
100.0	242	Total	

Study tools:

To achieve the objectives of the study, the researcher used two tools: the intellectual void and family security,

The researcher prepared an intellectual void measure by applying an opinion poll applied to a group of university students other than the study sample. They were introduced to the intellectual void and then the following two questions were posed.

From your point of view, what are the causes of intellectual emptiness?

What are the proposed solutions to the intellectual void?

Then the researcher formulated the initial paragraphs of the scale, which numbered 44 paragraphs, and also the researcher prepared paragraphs of family security, where the number of paragraphs amounted to (40) by referring to previous studies such as the study (Al-Harbi, 2014) and the study (Al-Obaidan, 2010)

Believe tools of the study:

The validity of the two scales was verified by presenting it in its initial form to a group of arbitrators with specialization in the field of psychology and the Arabic language at the Faculty of Education at Sattam University, who numbered eight arbitrators, where the arbitration was according to the clarity of the paragraph and the accuracy of the wording and the deletion or amendment of repeated or inappropriate paragraphs. In light of the comments and opinions of the arbitrators, the paragraphs of the scale were amended and what was unanimously deleted in order to

make the paragraphs of the Intellectual Emptiness Scale (38) paragraph see Table (3) and the paragraphs of Family Security (31) paragraph see Table (4).

Stability of study tools:

In order to extract the stability of the study tool, the two study tools were applied to an exploratory sample of (30) students, and the correlation coefficient between the two applications was calculated to extract the stability of the repetition (Test.R.test), and the tool stability equation (Cronbach Alpha) was also applied to all areas of the study. And the tool as a whole, and Table (2) illustrates that.

Table (2): The stability coefficients by the two methods of return (Test.R.test) and Cronbach alpha for the two study measures

Stability coefficient	Return stability parameter (Test.R.test)	Number of paragraphs	the scale	the number
0.74	0.70	38	Intellectual Emptiness	1
0.89	0.80	31	Family security	2

Table (2) shows the following:

- The return stability coefficient for the intellectual emptiness scale reached (0.70) and the Cronbach Alpha coefficient reached (0.74), which are high and acceptable reliability coefficients for the purposes of applying the study.
- That the repetition stability coefficient for the Family Security Scale was (0.80) and the Cronbach Alpha coefficient was (0.89), which are high and acceptable reliability coefficients for the purposes of the study.

Ladder Correct Answers:

The researcher used the Likert scale of the pentagonal gradient in order to measure the opinions of the study sample members on the three scales of the study, and it was always given (5), a lot (4), sometimes (3), a little (2), never (1), by putting a sign () In front of the answer that reflects the degree of their agreement, the following classification has also been relied on to judge the arithmetic averages as follows:

Below is 2.33. - from 2.34-3.66 medium.

From 3.67 to 5.00 high.

Statistical treatment:

To answer the study questions, the following statistical treatments were used through the Statistical Packages Program (SPSS):

- The frequencies and percentages of the personal and functional variables of the study sample.

- The arithmetic means and standard deviations of the answers of the study sample individuals from the two study measures.

Correlation coefficients (Pearson) between the two measures.

Quaternary analysis of variance (4-Way ANOVA) to reveal the differences for each measure according to the variables of the study.

Study procedures:

After preparing the study tools, the researcher obtained the approval from the university to facilitate the task of applying the study tools to the students of the university, as they were randomly selected from the university's colleges from its branches in Al-Kharj, Al-Dalm, Al-Houta and Al-Aflaj. Study questions.

Presentation and discussion of the results of the study:

This part includes the results of the study aimed at identifying the intellectual void and its relationship to family security from the viewpoint of Prince Sattam bin Abdulaziz University students. The results will be presented based on the study questions.

The first question of the study: What is the level of intellectual emptiness among students of Prince Sattam bin Abdulaziz University?

To answer this question, averages and standard deviations were calculated for the scale items (intellectual voidness) and the total score, and Table (3) illustrates this.

Table (3): The arithmetic means and standard deviations of the scale paragraphs (intellectual voidness) and the overall score (n = 242)

Degree	Rank	standard deviation	SMA	The paragraphs	the number
Medium	36	0.99	2.44	strive to read cultural books	1
Medium	17	1.21	3.28	Daydreaming	2
Medium	32	0.95	2.52	I make sure to invest my spare time in volunteer work	3
High	11	1.09	3.71	I am following all the new information	4
Medium	33	1.19	2.48	My goals are unclear in life	5
Medium	13	1.18	3.60	I care about the social problems that surround me	6
High	4	0.98	4.05	I strive to benefit from those with experience	7

Medium	26	1.35	2.77	I care about political changes in the world	8
Medium	20	1.16	3.07	Better to sit alone	9
High	12	1.11	3.69	I exchange dialogue with those who are older than me	10
High	2	0.88	4.27	I spend my spare time browsing social networking sites	11
High	1	0.75	4.53	I care about the morals of those who sit down	12
High	10	1.13	3.80	I make sure to attend self-development courses	13
Medium	25	1.22	2.80	I make sure to attend self-development	14
High	7	1.02	3.90	Interested in developing my thoughts	15
Medium	28	1.24	2.74	I occupy my time with electronic games	16
Medium	22	1.15	2.96	I have a long free time	17
Medium	30	1.31	2.61	I make sure to set a daily schedule in which I organize my times	18
Medium	16	1.33	3.39	I get tired of thinking too long	19
High	9	1.04	3.84	Creative people are my role models in life	20
High	6	1.11	3.95	I follow the means of communication to learn about the news of the world around us	21
Medium	27	1.26	2.75	Spend my day without a specific goal	22
Low	37	1.21	1.88	I wear clothes with slogans written do not understand their meaning	23
Medium	33	1.25	2.48	I am interested in having cultural libraries in my area	24
Low	38	1.13	1.83	I go to cultural and literary clubs weekly	25
Medium	14	1.23	3.46	Think carefully about the causes of life	26
High	5	1.02	4.02	I contemplate the creation of the heavens and the earth	27
Medium	35	1.10	2.45	I spend a lot of time on TV	28

Medium	19	1.35	3.12	I follow the fashion in my clothes	29
High	8	1.01	3.86	I think positively about solving the problems that I encounter	30
High	3	1.02	4.07	I rely on myself to take my own decisions	31
Medium	17	1.22	3.28	I organize my time	32
Medium	31	1.11	2.56	I am easily convinced of others' opinions ¹	33
Medium	21	1.24	2.98	I surf the internet aimlessly	34
Medium	24	1.26	2.83	I like to discuss important topics with my teachers	35
Medium	30	1.16	2.61	I am less interested in things that need thinking	36
Medium	23	1.31	2.86	I love discussions with my teachers on important matters	37
Medium	15	1.36	3.43	I get tired of thinking too long	38
Medium	-	0.36	3.18	Scale (intellectual emptiness) as a whole	

Table (3) shows that the arithmetic averages ranged between (1.83-4.53), where Paragraph No. (12) which states "I care about the morals of the shares" came first with an arithmetic average (4.53) and a high degree, and with the last rank Paragraph No. (25) Which states, "I attend cultural and literary clubs weekly," with an average of (1.83) and a low degree, and the mean of the scale of "intellectual emptiness" as a whole is (3.18), with a medium degree.

The researcher attributes this result to the importance of companionship in the formation of morals, as the section on the morals of those who sit in the first place and this is a validation of the proverb (Tell me who accompanies you less than you are) and came (I go to cultural and literary clubs weekly) with a low degree, and the researcher believes that this result is realistic Due to the lack of interest in cultural and literary clubs in the university environment based on their experience in the field and the accreditation of students on the Internet and social networking sites, and the arithmetic average of the scale of intellectual emptiness as a whole reached a medium degree. There are risks, although it has not yet played its role fully, so the average intellectual emptiness came with a medium degree, and this is what was confirmed by the study of Al-Ghafili (2017).

The second question: What is the level of family security among students of Sattam bin Abdulaziz University?

To answer this question, averages and standard deviations were calculated for the scale items (household security) and the total score, and Table (4) illustrates this.

Table (4): The arithmetic means and standard deviations of the scale paragraphs (household security)

The overall score (n = 242)

Degree	Rank	standard deviation	SMA	The paragraphs	the number
High	18	0.88	3.98	Decisions are made in my family through group discussion	1
High	11	0.97	4.11	I feel comfortable talking to my mother about my own affairs	2
High	7	0.93	4.19	My family is following the performance of my prayers and other religious assumptions	3
High	21	1.05	3.85	My family discusses with me on many family and social issues	4
Medium	23	1.08	3.63	My family makes sure to guide me on how to spend their spare time	5
High	14	0.95	4.06	My family provides me with smart devices as a source of knowledge	6
Medium	27	1.21	3.27	My family supervises how to use these devices	7
Medium	30	1.31	2.87	My family is keen to develop applications and programs blocking protect us	8
Medium	28	1.28	3.03	My family supervises what I watch and hear in the media	9
High	19	1.10	3.92	My family gives me enough time to talk to me	10
High	20	1.04	3.89	My family supports the different points of view and personal opinions on issues raised among family members	11
High	13	1.00	4.10	My family will be proud of my opinion if it does not conflict with the correct Islamic orientation	12
High	10	0.96	4.13	My family gives me the opportunity to protest and present my point of view without hesitation or fear	13
High	17	0.99	4.05	My family is keen that my behavior is in line with the values and customs of society	14

High	22	1.36	3.73	I prefer silence to open sensitive topics with my family	15
High	5	0.94	4.25	I enjoy a lot when I sit with my family	16
High	7	1.01	4.19	I get the same care and attention as my siblings	17
High	6	1.01	4.21	My family makes me feel cared	18
High	4	0.93	4.27	Tcherkny my family to do the requirements	19
High	11	1.10	4.11	My family is keen to have good relations with the neighbors	20
Medium	31	1.36	2.76	My family allows my male brothers to interfere in my private affairs	21
High	14	1.07	4.06	I have the freedom to choose my girlfriends	22
Medium	20	1.37	2.89	Disagreements in my family threaten the relationships between my family members	23
Medium	25	1.34	3.44	Lack of respect between my family members weakens the relationships between my family members	24
Medium	24	1.26	3.58	The failure of my family members to fulfill their roles creates problems in it	25
High	1	0.98	4.37	My mother's role as wife and mother reassures me	26
High	2	0.97	4.35	My father's role gives me strength	27
High	14	1.10	4.06	الإفصاح عن المشاعر والعواطف بين أفراد أسرتي يقوي الشعور لدي بالانتماء لهم.	28
High	3	0.95	4.32	My family's praise for me makes me feel safe and comfortable	29
High	9	0.99	4.17	My family's interest in distributing business among us makes us feel that we are one group	30
Medium	26	1.23	3.31	Do you usually want to be with others than to ?be alone	31
High	-	0.53	3.84	Scale (household security) as a whole	

Table (4) shows that the arithmetic averages ranged between (2.76-4.37), where Paragraph No. (26) which states that “my mother plays her role as a wife and a mother who makes me feel reassured” came in first place with my arithmetic mean (4.37) and with a high degree, and with the last rank, Paragraph No. (21) which states: “My family allows my male brothers to interfere in my private affairs,” with a mean score of (2.76) and a medium degree, and the arithmetic mean of the scale of “Family Security” as a whole is (3.84) and with a high degree.

The researcher attributes the reason for the occurrence of the paragraph "My mother's role as a wife and mother makes me feel reassured" in the first place. This shows the main role of the mother in the stability of the family and the sense of family security, This calls for stressing the importance of

being careful to choose a wife who has the right to religion and character He said, peace be upon him"Choose a wife with a religion who will succeed in your life."It is capable of performing its role in the best way possible.

The third question of the study: Is there a relationship between intellectual emptiness and family security among the students of Prince Sattam University?

To answer this question, the correlation coefficients between intellectual emptiness and family security among students of Prince Sattam University were calculated, and Table (5) shows that.

Table (5) the correlation coefficient between the measures of intellectual emptiness, family security and mental resilience

Family security		variable
0.121	Correlation coefficient	Intellectual Emptiness
(0.059)	Statistical significance	

Table (5) appears from the table (5) that the correlation coefficient between intellectual emptiness and family security was (0.121) and statistically significant (0.059). It should be noted that the wording of the paragraphs of the intellectual emptiness measure was positive, and this indicates the existence of an inverse and strong correlation coefficient between intellectual emptiness and family security.

The researcher believes that this result is logical. The less intellectual emptiness, the greater the family security among the study sample, who are university students, the youth group. The young man with a right mind follows the scientific method in his thinking and that leads him to make sound decisions about what he faces in real, practical life, especially the family, and this appears from the beginning of a good choice for the partner (husband or wife) To the nature of the relationship between them, so everyone knows his rights and duties up to the correct and appropriate methods of upbringing for our principles, values and morals, all of which achieve security and safety for the family, and this is confirmed by the results of the study of Abu Hamidi (2014), Nazmi study (2019) and the study Muhammad (2017).

The fourth question of the study: Does the level of intellectual emptiness and family security differ according to the variables of the study (specialization, gender, marital status, academic level)?

To answer this question, the arithmetic averages and standard deviations of the level of intellectual emptiness, family security and mental flexibility were calculated according to the variables, and to reveal the differences between these averages, ANOVA was used according to the variables (specialization, gender, marital status, academic level), and the table below Explain that.

Table (6): The arithmetic averages and standard deviations of the level of intellectual emptiness, family security and mental flexibility depending on the variables (college, gender, marital status, academic level)

standard deviation	SMA	the number	Category	Variables	the scale	
0.34	3.19	114	literary	Specialization	Intellectual Emptiness	
0.37	3.18	128	scientific			
0.38	3.21	161	female	Sex		
0.31	3.12	81	Male			
0.40	3.14	34	Married	Social status		
0.35	3.19	208	single			
0.32	3.11	135	the fourth	Study level		
0.38	3.27	107	Seventh			
0.49	3.97	114	literary	Specialization		Family security
0.54	3.73	128	scientific			
0.51	3.87	161	female	Sex		
0.57	3.80	81	Male			
0.68	3.73	34	Married	Social status		
0.50	3.86	208	single			
0.55	3.76	135	the fourth	Study level		
0.49	3.95	107	Seventh			

Table (6) shows that there are apparent differences between the averages of the responses of the study sample members in the standardization of the level of intellectual emptiness and family security according to the variables (college, gender, marital status, Academic level), To find out the statistical significance of these differences, an analysis of variance (ANOVA) was applied at the level of intellectual emptiness and family security. Tables (7) (8) illustrate this.

Intellectual Emptiness

Table (7): The results of the analysis of variance (4-way-ANOVA) to reveal differences in the intellectual void according to the variables (college, gender, marital status, academic level)

Indication "F" Statistical	F" " value	Average of squares	Degrees of freedom	Sum of squares	Variables
.780	.078	.010	1	.010	the college
.970	.001	.000	1	.000	Sex
.410	.682	.083	1	.083	Social status
.002	10.094	1.233	1	1.233	Study level
		.122	237	28.956	The error
			241	30.688	Total Corrected

-Table (7) shows the following: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the intellectual void according to the variables (college, gender, marital status) Where the value of F did not reach the level of statistical significance, and this may be due to

the cultural and social similarity and tradition followed in the methods of education between the sexes (male and female) and married and unmarried, in addition to that the university teaching methods, whether scientific or human, are close in relation to the behaviors of intellectual emptiness and this is what I confirmed Nasser Study (2019).

- The presence of statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the intellectual emptiness according to the variable of the academic level, where the value of F. (10.094) and statistical significance (0.002) and in favor of (the seventh) Where the arithmetic average reached (3.27), while the arithmetic average (fourth) was (3.11). The researcher attributes the reason for this from the reality of work, the interest in theoretical study subjects only, and the focus on the cognitive aspect at its lower levels more than the emotional aspect, such as attitudes and tendencies, character refinement, the development of methods of thinking and problem solving, and the training of students on the ability to make decisions.

Family Security

Table (8): Results of an analysis of variance (4-way-ANOVA) to reveal differences in family security according to variables (college, gender, marital status, and educational level)

Significance of "F" statistical	F" " value	Average of squares	Degrees of freedom	Sum of squares	Variables
.002	9.925	2.605	1	2.605	Specialization ^l
.780	.078	.021	1	.021	Sex
.266	1.243	.326	1	.326	Social status
.025	5.063	1.329	1	1.329	Study level
		.262	237	62.193	The error
			241	67.425	Total Corrected

Table (8) shows the following:

There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in family security depending on the variables (sex, marital status, where did not reach the value of F.)To the level of statistical significance and this may be due to the fact that all students live in similar societal and cultural environments, so that there was no discrimination between males and females, or married and unmarried.

- The presence of statistically significant differences at the level of significance ($\alpha \leq 0.05$) in family security according to the variable of specialization, where the value of F. (9.925) was statistically significant (0.002) and in favor of (the human), where the arithmetic mean was (3.97), while the arithmetic average was (scientific). (3.73) the researcher attributes this result to the nature of the subjects studied by college students. Humanitarianism, especially colleges of education. There are many subjects, whether at the level of specialization or college requirements, which emphasize the importance of the family and the elements of its security and safety.

- There are statistically significant differences at the level of significance ($\alpha \leq 0.05$) in family security according to the variable of the educational level, where the value of F. (5.063) and in

statistical terms is (0.025) and in favor of (the seventh), where the arithmetic mean reached (3.95) while the arithmetic average reached (Fourth) (3.76). And the researcher believes that this result is consistent with the previous explanation that some of the subjects that students study show the importance of the family and that its security and safety are part of the security of society, so whenever the student moves from one level to another, especially the seventh level students, as they approach graduation, and are about to get married Therefore, their level of awareness of the importance of family and family security increases.

Recommendations:

The researcher recommends, according to the results of the study, the following:

- 1- Conducting studies similar to this study at different ages, such as adolescence and childhood.
- 2- Conducting similar studies in which the intellectual voidness and its relationship to other variables are studied, such as personality traits and adolescents' self-confidence.
- 3- Reconsidering the university programs in order to provide the student with what is useful for him to fortify his mind with sound thought and high manners.
- 4- The necessity to provide awareness through social media that examines the right way to build a family.
- 5- Taking care of the family, especially the mother, as it is the main source of safety and security in society.

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**Reading of Arabic Legacy toward the Levels
of Literary Modernization**

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Abstract

It is innately and naturally known that each nation concerns with and defends its legacy. It glorifies its savants. The Muslims and Arab nation with their rich legacy of firm principles remember and intone their legacy more than other nations for many reasons. This paper aimed to re-reading the literary legacy, in a way it impels it to the levels of modernization. The study followed the inductive analytical method and arrived at many results, some of them are: Arabic legacy is vast and various analogously to the many other modern nations; the problem of legacy is in the way of reaching to it; it is the incipience of mentality that portrays and tackles it. Necessity of subjective, methodological, and unhurried reading to enable us of sorting out it's positive content which is of a great deal scattered in books and divans; necessity of supplying the inspiration for beneficial mechanisms, and methodological ways for dealing with the cases of world legacy ; Arabic legacy is full of familiar and unfamiliar valuable and invaluable, and strange and usual, so that the need was hard to review the legacy and select what the modern reader familiarize, loves and benefits from and Arabic legacy is an open message addresses mankind at different time and in different places. So, reading the past to understand the present on the light of the past. The study recommends modernizing tools for reading Arab legacy advertently and carefully to achieve the great benefits needed for prospering the nation.

Key Words: Legacy – Reading and Re-reading – Reaction Modernization – Dealing – Supplying the Inspiration.

An introduction

The development of the Arabic language and its literature depends on reading and analyzing the scientific and historical foundations that gave this language a distinct cultural standing. Among these pillars is a re-reading of the Arab heritage. Which represents an important element as it reveals the aesthetics of the text and its semantic properties. On the other hand, attentive critical reading transfers Arabic literature to the movement of human thought. It refers the reader to the mechanisms of literary text-making and its effectiveness in achieving the persuasion component of the recipient. Language terms are the ones that draw the features of civilizations, and thanks to them, the relics of science and literature have reached us.

Heritage in language and convention

It came in the basis of rhetoric in the meaning of an inherited: money was inherited by him, and I inherited from him and from him: that is, he inherited from him. Metaphorically, it is a glory inheritance, and the glory is inherited between them. (Al-Zamjshari, 1982: 464) In the terminology it is a historical cognitive structure that is open to successive historical eras and eras. (Asfour, 1992: 87)

What is known is that the issue of heritage and how to read it has occupied critics for a long time, and they have elaborated multiple and varied readings, and despite this amount of readings, they have not found an agreed format for reading heritage in all types of legal and human sciences and even in materialism.

Perhaps the lack of an adequate definition of the issue of the scientific term in the heritage is behind this dispersion and this difference. (Al-Bouchikhi, 2004: 157) Thus, finding the appropriate scientific term for reading heritage is the correct entry point for reading it. In pursuit of this goal, it is imperative to find means to assist in achieving it, including:

- 1- Inventorying what has been accomplished in terms of heritage reading.
- 2 - Coordinating the efforts of researchers, individuals or institutions, according to a clear, systematic scientific plan.
- 3- Approving training courses to develop the capabilities of researchers.

The assumption and starting point for this research is that the status of any nation and its cultural standing among nations is based on two basic pillars, namely, its religious belief and its cultural heritage.

Among the most dangerous distortions and deviations that afflicted the cognitive system was the antagonism between the old and the new, or between the originality and the contemporary. Even the educational curricula and methods that deal with heritage issues were not spared from it, and thus the nation lost its destination that would prepare the runways for its launch, which is based on Translating loyalty to the nation into a curriculum, assimilating the heritage and building upon it, understanding and assimilating Western civilization and benefiting from its achievements after liquidating them with the filter of the nation's belief, constants and values.

On the other hand, there is a problem in dealing with heritage, as the heritage is often considered parallel in its status to the sacred text, and this phenomenon is a precedent for Muslims, both in general and in their own, as it is not permissible for any late to direct any scientific criticism of any of the former great scholars. Yes, no to offend scholars and institutions, but careful reviews and gentle conclusions are the essence of science and learning issues.

Heritage Statistics

What is known is that the Arabs have a huge heritage that is worthy of the inventory, and as Abu Amr ibn Al-Alaa said: "Whatever the words of the Arabs have come to you but the least, and if he came to you in abundance, you would have come to have a lot of poetry and knowledge." He said: "Only a tenth of poetry is lost, and only a tenth of what is left of prose." (Ibn Qutaybah: 37)

Despite these facts and constants, however, some writers and critics try to list the Arab heritage exclusively by classified rather than quantitatively. Dr. Mandour spoke about the importance of counting the works of the former before any other work, so he said in the first chapter of his book (Al-Meezan Al-Jadid): Our generation has the right to us, but we must count the heritage to see what did those who are older than us, and what remains for us to work in order to walk with evidence as they walked, confident that reviewing values, drawing the curriculum and planning the horizon is always the work of young people when they mature, as life soon surrenders to us along the way. Our association with her to the province, except that we exclude the exceptional geniuses that remain young forever. " (Mandour, 1994: 7)

What is the heritage and how to read it

Undoubtedly, development is a progressive universal rule in all areas of life, and this development - of course - is based on experiences and accumulations, not arbitrariness and chance, and therefore the viewer of the written cultural heritage sees in it assigning the later to the previous in a sequence that is hardly interrupted or stopped at A limit and thus we cannot see an intellectual independence that distinguishes the following from the previous. The poet said: (Ka`b bin Zuhair: 85)

What he showed us we say is nothing but returned ** or loaned from our repeated word

Or as Imam Ali, may God be pleased with him, said: “And if it were not for the words to be repeated, we would have run out.” (Al-Qalqashanji, 1987: 322). The result of this was that the literary text closed on itself for a period of time, until signs appeared Renewal and modernization in the Abbasid era, then there was the overwhelming revolution represented by the school of Baath and revival in the modern era, which worked on studying the poetic and literary heritage, its methods and methods, and it succeeded in opening the closures of the poetic system and escaping from the dilemma of the old criticism mechanisms, and what Al-Baroudi went to was a response to the method The old thinkers, as he says:

How many poets left from unrepentant ** and there may be a successor with something that is presented. (Al-Baroudi: 98-594)

The Arabic language, which carries Arabic literature - in its revealing manifestations - is able to penetrate the ages and address the times, carrying its scent, aroma, and its bright, glowing radiance to address hearts and minds and touch thought and conscience. (Al-Zayyat, 1940: 58) Faith in the Arabic language and its creative text is a beautiful homeland where the meaning of the homeland is shaken, so that the language with everything it carries becomes an alternative homeland inhabited by words. (Shusha, 2009: 6)

This abundant sea, as Ibn Khaldun calls it (Ibn Khaldun: 313), requires us to produce contemporary knowledge that adopts contemporary thought, and puts it into what suits it in terms of ideas and rules, especially if the different layers of speech in the Arabic statement are different according to the difference of connotation. Talking about heritage is an invitation to draw inspiration from the one hand that requires linking with the present and its data, and on the other hand, the old - of course - pervades the new and the new must be coming from the old in a sense of meaning.

Accordingly, the heritage contributes to shaping the present, which guides the heritage and evaluates it for restoration Understanding and its implications, so the effectiveness of the heritage comes from its ability to guide, highlight lessons and set an example, as it is ready-made experiences, and assumptions that have gone beyond the testing stage, and in all cases they are useful lessons and solid values produced by nations refined by experiences and their battle in days and years.

Reading the Arab heritage from a modernist perspective is a real contribution to serving and enriching it, while preserving its aesthetic in time and place.

Adopting the heritage and being guided by it is the true bridge to reach the desired goals in the present, according to the availability of a sound awareness of the present with a conscious awareness of the heritage and the ability to determine the outlets for communication with it and benefit from it. (Rady, 2005: 16)

In fact, heritage is not confined to publications or manuscripts, but extends to every legacy, including social customs and folk traditions, until this reaches the community's behavior in food and drink and the way of life in general. (Ibn Khaldun: 313)

If reading heritage means a conscious retrieval of its components, and linking the present and its developments to that of the heritage, then the Noble Qur'an is the greatest example of that reading, as Muslims do not have a written heritage greater than it affects the lives of nations and peoples. Among its most important manifestations: the spread of the Arabic language in other than Arab countries, and its becoming a language of knowledge and knowledge for all Muslims,

rather the Noble Qur'an was a source for many other sciences. (Al-Suyuti: 2/127) The Almighty said: (And we revealed to you the book to clarify everything) Surat An-Nahl - That is, 89, and therefore the Noble Qur'an, upon its revelation, provoked a critical intellectual movement among Muslims and even non-Muslims. When he brought him anew in the methods of expression and statement, and attracted to him the hearts and ears, including the collection and content of wonderful speech, they could not but admit the magnificence of its impact on the souls and minds. (Peace: 75) Accordingly, Muslims have been interested in the Noble Qur'an and its sciences, among the most prominent of which are:

- 1- Dictionaries and vocabulary sciences.
- 2- The sciences of interpretation, interpretation, parsing and the strange.
- 3- Refereed and similar sciences.
- 4- Biography sciences, news, descriptions, sermons, and lessons.
- 5- The Noble Qur'an also contains knowledge and sciences that still resonate with a resurrection, exploration and exploration in astronomy, medicine, literature, engineering, arithmetic and other trades and crafts. Indeed, there are compilations in language and literature that have received a great deal of praise and exhortation, and for a time people dealt with them with explanation, analysis and footnotes. . All these efforts are testimony to the cause of heritage revival, validated in Contact The previous one in a wonderful scientific sequence.

And just as it has been pointed out that the most complete legacy for Muslims is the Book of God Almighty, the most important aspect of the knowledge crisis lies in the way we deal with the written and audible heritage, so there must be a qualitative shift specifically to accommodate the problems of the codification era, which are huge and enormous problems.

These problems were not limited to the Qur'an and its sciences, but included many heritage books, which showed the wide discrepancy between the Qur'anic text and the relative reality in which the ummah is living. (Omni, 1988: 61)

This nation has achieved in its first start a great spread, saved man from his illiteracy and released him from the minds of his corrupt perceptions, thus recovering all that pure heritage that has been tainted by misconceptions.

The characteristics of awareness that the Noble Qur'an can present to the human being in his current journey can constitute the beginning of the path to restore awareness and return to the heritage through the maqamat with a heritage or historical awareness that tries to revive the facts of the historical reality. The conceptual awareness that the Noble Qur'an will give to the contemporary Arab is an awareness that makes this Arab person a leader and actor in the issues of his nation and the world around him. (Haj Hamad, 2005: 177)

Heritage and reading

The issue of heritage is one of the important issues in contemporary Arab thought, as it occupied Arab thinkers for a long time, and formed the spear in the intellectual and theoretical debate. Scholars differed greatly in its issues and topics, even about the feasibility of researching and thinking about it, as well as its role in building the future.

Likewise, these flags differed on how to read this heritage and the appropriate approaches to achieve the desired goals. In fact, the Arab heritage is an integral part of the nation's constants, but rather represents its pillar and foundation from which to start. (Al-Jabri, 1991: 39)

The growing tendency to think about heritage is what pushed thinkers to arrange the relationship between its parts in a way that makes it a foundation for the Arab identity in accordance with the requirements of the era. (Al-Jabri, 2009: 46)

Thus, heritage is the repository of ideas, visions and perceptions from which the nation takes what is useful to it in its present and contributes to pushing forward the progress movement.

Arab heritage function

Reading the Arab heritage is of utmost importance to writers, as it is a central component of ancient and modern Arab culture, and it has formed a bridge for communication between the Arabic language and other sciences. Linguistics, Linguistic Sociology, and Contrastive Linguistics.

On this basis, reading the heritage is based on restoring respect for it by rooting its concepts and analyzes in the light of the comprehensive Arab culture. Thus, the original reading seeks to prove the precedence of the heritage to much of what contemporary linguistic thought has reached, which is undoubtedly a glorification of heritage and an affirmation to prove that modern linguistic thought is an extension of the ancient linguistic thought. (Rady, 2005: 17)

Knowledge curriculum for Arab scholars

The person familiar with the linguistic heritage and Arabic literature needs a method of reading and approaching, all that matters in the curriculum and knowledge, and in the methods of writing and authoring. Arabic and Islamic; So that the Arab reader can revisit the cognitive framework of the Arabic language and explore its knowledge foundations. Because it stems from the Arab system itself, and that every system of knowledge should be read from its introductions and questions that reveal it, its goals and objectives. From what is known, Arabic sciences have been established since their inception on theological and fundamentalist foundations that testify to the coherence of the scientific classification project in the Arab and Islamic mentality. (Khalil, 2017)

It has been evident, through extrapolation of the compilations of linguistic and other Islamic sciences, that the major purposes behind the classification movement did not stop for a moment from linking the origins to the branches and searching for analogies and analogues, and from modern concepts towards: emptiness and cognitive disconnection. (Rady, 2005: 16)

Certainly, the texts and books produced by scholars issued from a specific culture define the parameters of the scientific output, reveal its backgrounds and intellectual purposes, and answer the questions and concepts that it entails, which occupied the minds of scholars until they formulated the answer to them in the form of compilations. He wanted him, and some of them kept the question of knowledge renewed in his mind, not convinced by what classified him in his subject, but rather represented what General Al-Isfahani said: “No man writes a book on his day unless he said in the next day. If this had been changed, it would have been better. If this had been presented, it would have been better, and if it was left, it would have been more beautiful, and this is one of the greatest lessons, and it is evidence of deficiency taking over all of humanity. (Al-Isfahani: 597)

The curriculum and its role in developing heritage reading

In this part, the research deals with methods and their role in the development of reading heritage. By monitoring contemporary Arab critical discourse at the conceptual, theoretical and

methodological levels, and seeking to take advantage of modern approaches to reading Arab heritage in contemporary reading according to new mechanisms and perceptions.

The methodology issue derives its importance from the fact that it is the cornerstone of epistemology. Human knowledge hardly develops and progresses, unless it has the appropriate methodological tools available to it. Scientists have confirmed

However, the elevation of thinking in order to achieve correct knowledge necessarily necessitates laying down rules and foundations that determine the knowledge-subject's relationship to its object. (Abu Deek, 1981: 52)

Whereas the problem of the curriculum in contemporary Arab criticism is in its essence an extension of what literary criticism has witnessed in the West, it is therefore necessary to examine the most important critical curricula of Westerners, which are characterized by their differences and multiplicity, the abundance of material related to it and the procedural mechanisms it provides in reading the literary text. Significance has become the focus of criticism curricula and theories, and has taken on different dimensions, including:

1- The content dimension

This dimension represented a cross-cutting axis, around which a group of modern critical curricula converged, which traces its origins back to the Department of Human Sciences and which acquired the status of scientific, after it tightened its curricula and carved the approach of objective study based on induction, and these sciences are history, psychology and sociology. Scientists have found in these sciences justification for employing their methods in the study of literary texts. Thus, three critical approaches emerged: the historical curriculum, the psychoanalytic approach, and the social approach. What unites these approaches is to pay attention to the contents of the literary text in the first place, or how literature expresses a person as an individual or group. (Hassoun, 2014: 105)

The historical approach refers the factors of the emergence of literature to the historical, social and political data in which the writer originates, and thus the contents of the text are studied as a reflection of those data. As for the psychoanalytic method, it looks at art in general and literature in particular as a kind of exaltation and escalation, through which it is possible to discover the psyche of the writer, and the complexes and compounds he used in it. Literature according to this perception is the mirror in which the writer's unconscious emerges, and through which his personality appears. And his hidden and repressed tendencies. As for the social method, its view of literature is based on considering the literary text a structure generated from a broader and deeper structure, which is the social structure, as it reflects the social class to which the writer belongs.

All these critical techniques have established a specific trend in literary studies, making criticism at the service of the human sciences. It is well known that this criticism raised the slogans of realism and objectivity, in contrast to what it was adopting the rhetorical trend that subjected literature to formal rhetorical rules that did not care about the contents. (Same as the previous source: 106)

2- The formal dimension

This is based on focusing on the artistic forms of literature, claiming that the characteristics and features of literature are not due to the contents it carries, but rather in the forms by which those

contents are formulated and the most important pioneers of this trend are the Russian formalists. [1]

The Russian formalists, through their study of poetry and prose, have contributed to shifting the center of attention from the content to the form, which is what literature is in literature, thus they excluded the external data related to the writer, his age, and his society, and focused attention on the literary text, as it is a closed and self-sufficient structure that has its components. Own. Accordingly, they considered the study of the development of literary forms. You must be isolated from the psychological and social circumstances. In addition to the approach of the Russian figures, Ferdinand de Saussure created a new curriculum and concepts in the field of language and literary studies, and among the most important of these concepts: simultaneous and temporal, language and speech, the signifier and the signified, and de Saussure's distinction between these dualities had a fundamental role in building a new approach to studying the phenomenon Linguistics is a structural descriptive study that considers language as an abstract form, with a system capable of describing and scientific study; By researching the relationships between its inferior units. (Muhammad Miftah, 1985: 119).

These principles that appeared among Russian formalists and through de Saussure in the field of linguistic studies had a direct echo in the critical movement, where the perception of literature changed with the adoption of new critical approaches, perhaps the most important of which are: structuralism, humanism and stylistic, and critics have seen the agreement of these approaches in three basic respects: The study of literary effects is a current study, excluding external elements related to the conditions of origin, and focusing on describing the form of a literary text, by standing on its literary structure and its components. Literature, which has become the subject of critical science, was considered an inherent characteristic in the form and style of literature, not in its contents and meanings, and then there was a tendency to formalize literature and search for its language by adopting scientific mechanisms that lead to the extraction of calculated and accurate results. (Previous source: 122)

It is noticeable in this formal trend in the study of literature, that the concept of the text has become a central concept, around which readings are centered, so that literary studies benefit new connotations and meanings.

The distinctions have a profound effect on directing literary studies based on text approaches in a different direction from those taken by the old critics. Their methods.

3- The semantic dimension

The semantic dimension appeared, post-structuralism. The form of literature is no longer what preoccupies critics, rather its significance has become what captures their attention. Focusing on significance - and taking it as the focus of attention - has led to the emergence of new visions and approaches that opened the literary text to the worlds surrounding it, whether These worlds were connected to other literary texts or to readers, as they are major actors with what their reading experiences add in terms of renewed and infinite connotations, or with general cultural, political and social data, as it is a broad place that contributes to the production of meaning and guiding the meaning of the creator and of the recipient, and this is what is known as the theory Intertextuality with Julia KERISTVA

[1] - A name given to a group of Russian critics, who lived in the late nineteenth and early twentieth centuries, headed by Viktor Shiklovsky, who called them this name as a hybrid of their doctrine

And others at the beginning of the twentieth century also appeared new theories that contributed to the re-reading of heritage, including: the theory of acceptance, which is concerned with the relationship of the receptive audience to the text, as well as new concepts such as the aesthetic acceptance, approval of waiting, the implicit reader, aesthetic distance, and others.

After this development in the field of criticism, the search for how to produce meaning in literary works has become the concern of critics, and focusing on this aspect has led to important results, most notably: the recognition of the plurality of meanings, and that interpretation is the best mechanism for reading and understanding literature within the permanent movement and continuous development. In critical discourse, this is sufficient to transfer the discourse from narrow locality and spread it to many other cultures. (Muhammad Arkoun, 2005: 5)

Systematic awareness of Arab critics

The phenomenon of the growing awareness of the problems of criticism and reading, especially the trend of modernization, which emerged through the comparison between literary doctrines, as they represent intellectual, artistic and social currents that supported all major literatures for their growth and renaissance and this was evident through several aspects, including: -

1. What is related to the influence of the Orientalists through the application of historical research methods, which Taha Hussein considered the major wave of the scientific renaissance in the study of literature. (Hussain, 1990: 10)

2. Following up on the critical movement in the West and keeping abreast of its developments, which is evident in the translation of Western literary works. All of this was a source of providing contemporary Arab criticism with theoretical knowledge and procedural mechanisms. (Dwarf, 1994: 10)

Ahmed Hassan sees the importance of the translation process, as it represents the human achievement that helps develop our scientific tools, theoretical perceptions and practical procedures. (Abul-Hassan, 2004: 5)

3- Contemporaries re-reading critical heritage, as contemporaries were influenced by Western approaches and underestimated the value of the critical heritage among the ancients and accused it of naughtiness and lack of vision. (Hussein: 52)

However, this opinion is rejected, and it was issued by those who were influenced by Western thought and approaches. After the era of blogging, Arabs had critical approaches based on values and clear scientific standards. (Mandour, 1969: 17)

4- This aspect appears in the keenness to adopt modern critical approaches to reading literary heritage, as it is a qualitative leap that could lead to a change in Arab thought in examining culture and people in general. (Kamal: 8) In general, they consider that procedural practice by adopting modern approaches to reading literary heritage is the actual contribution through which the efficiency of these curricula can be tested and modified in light of what practical experience leads to.

Contemporary critics have identified two criteria for reading heritage. (Joseph, 2004: 63)

1 - possession of theoretical data and mastery of modern methodological mechanisms; As an important way to engage in contemporary.

2- The necessity to re-read the heritage in a way that goes beyond the limits that the ancients stopped at, and in this they committed themselves to several paths to highlight the development of critical approaches:

1) Historical reading

This reading is based on rearranging the collections of poetry, and they divided the poet's life through this arrangement into phases and stages, where the poet is in the process of emergence closer to tradition and simulation, and then the phase of maturity and maturity, where the components of his poetic doctrine appear in it, and then comes the final phase which is a phase The old age in which the poet imparts the character of contemplation and wisdom, and his poems follow accordingly. (Al-Bahiti, 1982: 78)

2) Psychological reading

It examines the relationship between the psyche of the poet and his poetry, in light of the sayings of analytical psychology. (Al-Noihi: 95), and they considered the psychological aspect in the literary work to be the thread that connects the poet's poems. (Al-Mazni, 1971: 135) All these opinions consider artistic creativity as an expression of the creative unconscious in his poetic production.

3) Social Reading

It is an attempt to read poetry collections, as they are social phenomena linked to the environment in which they were raised, so they resorted to the poet's age and the course of his life and sometimes to his psyche as representing the focus and origin of creativity, and sometimes to the group to which the poet belongs. (Labib, 1980: 33)

4) Stylistic analysis

The stylistic curriculum is based on statistics and approach and focuses on studying the language of poetry and researching poetry Its distinctive technical characteristics, and its ebb and flow. Stylistic critics believe that the relationships between poetic verses are not governed by the principle of juxtaposition, but are subject to interaction relationships such as cells that have no value except within the framework of the system to which they belong. (Trabelsi, 1992: 116)

Accordingly, contemporary criticism has benefited from stylistic analysis in reading ancient poetry an important shift in theory and applied practice.

5) Reading poetic discourse

In the course of reading the literary text, the idea of shifting from the poem to the discourse appeared, which is a shift from form to connotation, and it has a great expansion of meanings. Semiotics and discourse analysis. Significance was their area of interest - which, of course, is an open field in which elements from the text and others outside it overlap. (Hassoun, 2014: 119)

Contemporary Arab critics have been quick to engage in postmodern criticism and have taken advantage of it in reading both ancient and modern Arabic poetry. New theories have appeared in the approach to poetry, including the receptive perspective, the intertextual perspective, and the semiotic perspective. Among the manifestations of openness outside the text: interest in the reader or acceptor, as an active party in the creative process, and its effectiveness in contributing to the production of meaning through critical vigilant reading and interpretation, and from this they tried to study the experience of the ancients' acceptance of Arabic poetry through

explanations, and they brought modern concepts such as: Horizon of anticipation, aesthetic distance, and areas of interest. (Al-Wad Hussain, 1991: 83)

Studies have been rife around this field, including what Hasan Al-Banna Ezz Al-Din went to in his study of Dhul-Rumah until the scholars' debate about it was a vital event that rediscovered the poet and his poetry. (Ezzedine, 2001: 6)

Interdisciplinary perspective

The term intertextuality is one of the new terminologies that critics have taken great interest in and invested in in order to transcend the literary genre, and put forward the multi-text formula, which is reproduced at the same time from many texts preceding it or simultaneously. (Pearl, 1991: 14)

As Julia KRISTIVA says: "Every living utterance emerges with significance at a historical moment and within a specific social environment, and it cannot escape from the thousands of living dialogue wires woven from the ideological social consciousness based around the same utterance, and thus it is a transfer of previous expressions or Synchronized in the new text. " (Kristeva, 1997: 13)

Thus, the theory of intertextuality can add new interpretations of poetic plagiarism, opposition, or poetic discourse analysis, and the application of its mechanisms, considering intertextuality for the poet as water, air, time and place for the human being. (Muhammad Arkoun, 2005: 117)

From the foregoing, we conclude that the experiences of contemporary critics in reading literary discourse in general and poetry in particular during the postmodern journey indicate that they have freed themselves from the dominance of closed formalism, to horizons of interpretation in understanding and interpreting literature, and thus have achieved advanced ranks in the ranks of reading the literary text.

Conclusion

Based on the above description of the issue of reading the Arab heritage and its analysis towards renewing the discourse and expanding the circle of semantic curricula, the research reached several results, including: -

- 1- Contemporary Arab criticism has developed through scientific practice, by making use of Western approaches to develop new methods, particularly modern criticism approaches.
- 2- There is no real or fabricated rupture between the old and the new, but rather both complement the other to produce different readings and connotations.
- 3- The critical discourse represented an open field for interaction and debate between heritage and modernity, and its repercussions are still being renewed and producing more readings and events.
- 4- The difference in the relationship of contemporary critics about modern methods of criticism between acceptance and perception.
- 5- The multiplicity and diversity of readings is a result of the different critical approaches based on these readings.
- 6- These efforts in reading the Arabic text have contributed to the renewal of knowledge, considering that reading is a renewed cognitive activity according to the renewal of mechanisms and curricula.

Finally, the study recommends comprehending the new methods, mechanisms and approaches, to enrich knowledge and broaden semantic frameworks.

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The phenomenon of Islamphobia
Concept, origination, photorealistic images

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Abstract

The term Islamophobia is a modern term in its ancient term in meaning and content. Part of this term was borrowed from the science of psychological disorders to express, which means Islamophobia or sick fear of Islam, and we find that one of the most important causes of this fear is that the history contains many facts of conflicts between Muslims and the West as well as ignorance of Islam and the non-partisan role of the media, and the confusion between the Islamic religion and the reality of Muslims. This is what has begun to be clear in the symptoms and manifestations of this phenomenon, such as the challenge of the message of Islam and then the prophethood of Muhammad may God's prayers and peace be upon him, and stirring up conflicts between Muslims. This led to the rise of many jealous Muslim scholars and preachers to confront this phenomenon and address it by doubling efforts to familiarize people with the Islamic religion, dialogue, openness, communication and other mechanisms that work to absolve Islam of all the suspicions raised around it and the allegations attributed to it, and this is what the researcher has done to clarify through the research that deals with the roots, origins, concept, and the most important forms of this phenomenon in daily life by following an inductive analytical approach that puts things in perspective, clarifies the facts from the faults attached to them.

Keywords: Islamophobia-- Korean language.

An introduction

One of the important terms that surfaced recently in Europe and America is the term Islamophobia, which is fear of Islam, so it was necessary to shed light on it, which led many researchers and thinkers to study this phenomenon and study it and find out the reasons for its spread, and whoever contemplates this phenomenon finds that its roots are very old, as it exists. In the meaning and content, since the revealed divine books such as the Torah and the Gospel, where this right was met by fear of it and rejection of it. But on a quiet fire, because their countries were protected from Islam prevailing in the same way as the Arabian Peninsula and neighboring countries, and as soon as Islam began to invade their countries recently and without jihad or without the Muslims having the upper hand in spreading it with them, until their revolution erupted for fear of it , So they started offending Islam and independent of Muslims' weakness and absence from the scene.

Therefore, it was necessary to reveal the falsehood of the West and the extent of its fear of Islam, and that it is much weaker than the Muslim imagines, and that the West covers this fear by challenging the message of Islam and by igniting the fire of wars in Islamic countries, raising suspicions about Islam and engaging intrigues and plots against Muslims.

Likewise, one of the reasons for writing in this paper is that Muslims know the value of their religion, adhere to it, return to it, and help spread it. Islam is widespread with dear or humiliating pride, but Muslims must fulfill their duty towards it. [Surat Al Imran Verse (110), so God Almighty provided the duty to enjoin what is good and forbid what is wrong to believe in God Almighty in this verse to draw our attention to the importance and seriousness of this matter. The command also came to this duty in the form of the command in another verse. To what is good, and they enjoin good and forbid what is wrong [Surat Al-Imran Verse (104) And then Muslims must be careful not to make any concessions to the West at the expense of Islam because the West will not be satisfied except by offering it the greatest concession, which is that we leave Islam completely. (120) And the Almighty said: And they said, Be Jews or Christians You shall be guided (Surat Al-Baqarah Verse

(135)). He loves them and will not love them, but there may be common interests, and it is not up to the level of love. The Almighty said] The believers do not take the unbelievers

Parents without the faithful and who does it is not of God Feachee, but the piety of them Tqap God warns himself to God's destiny [Surat Al-Imran verse (28), and the Almighty said] Behold, you Oola you love and love you and believe in the book the whole and if Qokm said safe and if passed away member You must fingertips from rage^ع Say: "Die through your anger" For God is All-Knowing with the breasts (Surat Al-Imran verse (119)).

Definition of Islamophobia

The term Islamophobia is one of the terminology that has been widely circulated recently, as it is taken from the science of psychological disorders related to the phenomenon of phobias (a term used to diagnose a psychological phenomenon based on fear of some things, Dr. Al-Mahjoub bin Said, p. 107), or fear, and it has spread in a way. Wider after the events of September 11th.

It is composed of two words: the word Islam, which is an Arabic word, and the word phobia, which is a Greek word meaning fear. Its origin is Phobos, so the term generally translates to fear of Islam or fear of Muslims and since the Greek word (phobia), which means fear, appears frequently in Western terms in Western languages a lot.

The Arab translators used to translate it as phobia (which is a psychological disease) and thus the idiomatic meaning of Islamophobia is the pathological fear of Islam. (ar.wikipedia.org.p.107)

The roots of Islamophobia

The researcher believes that the roots of this phenomenon are very old. Since the descent of the divine books, the fear and apparent rejection of these religions by Jews and Christians appeared through arrogance, tyranny and arrogance, and the evidence for this is their extreme hatred for the truth, which led to the killing of the prophets. prophets and conspired to kill Jesus peace be upon the Qur'an has witnessed the holy them so he says] Avklma come to the Messenger including not let yourselves Acetkbertm Vvrivia lied and team kill [Al-Baqarah verse (87), he said the Almighty] and kill the prophets without right, so as they disobeyed and were attacking [Al Al-Baqarah Verse (61).

Their fear of the truth was also reflected in the distortion of the holy books, but more than that the migration of some Jewish tribes to Yathrib, such as the Banu Qaynuqa, Banu Qurayza and Banu Nadir. This is because they found in their holy books that Yathrib is the home of a prophet of the end times and settled in it. God is trustworthy of what is with them, and they used to open up to those who disbelieved before, so when he brought them what they knew, they disbelieved with it.

So, the curse of God is upon the unbelievers [Al-Baqarah verse (89)], and they were against their morals from stirring up strife and problems between Aws and Khazraj, but rather they were threatening them that when a prophet appeared at the end of time they believed in him and supported him and supported him to kill them.

But as soon as the Prophet, may God's prayers and peace be upon him, moved to Yathrib and the Jews knew him until it appeared that they hated him and their envy of the Muslims, the Almighty said] You shall find the people most fiercely hostile to those who believed in the Jews (Surat Al-Ma'idah, verse 82), and they tried to kill the Prophet, peace and blessings of Allah be upon him. They betrayed the era of the Prophet r in the Battle of the Trench and tried to include many false hadiths within the hadith of the Prophet, may God's prayers and peace be upon him. They also

worked to distort the image of Islamic history. between them and mediator of the positions of all the people of the book of the former prophets and their books they find them all were bad they are in a constant state of fear of the right he says] we will take in the hearts of those who disbelieve horror as Pagans God unless they come down with authority and the abode of fire and evil abode of the unjust [Surat Al-Imran verse (151) Therefore, they are against religions and the divine legislation that came in them, and in order to absent this right, they worked to distort and replace it. And since they learned about the emergence of Islam, they had a terrible fear of it and its followers, especially when they knew that it was a religion that was preserved from change, alteration and distortion. The Almighty said] We have sent down the remembrance, and we have it to protect them. And their fear also they hated the truth which came upon me

So, the curse of God is upon the unbelievers [Al-Baqarah verse (89)], and they were against their morals from stirring up strife and problems between Aws and Khazraj, but rather they were threatening them that when a prophet appeared at the end of time they believed in him and supported him and supported him to kill them. Arabs .

He says] what would like those who disbelieve from the People of the Book and the idolaters that you descend from the best of your Lord God for His mercy whom He pleases, and Allah is great virtue [Al-Baqarah verse (105).

The long conflict between the West and Muslims is an indication that the West wants in any way to extinguish the light of Islam and Muslims. This is from the severity of fear. The Almighty said] They want to extinguish the light of God in their mouths, and God refuses to complete his light, even if it is disbelieving.

And the Messenger of God, may God's prayers and peace be upon him, said: "Let them attain this matter as long as night and day has reached, and God does not leave a house of ruin or righteousness, unless God introduces this religion to him with dear glory or humiliating sacrifice, with honor that God will treasure Islam and its people, and humiliation by which God humiliates disbelief." He released it Al-Haythami (807 AH) Al-Zawaid Collector 17/6 Its men are Rijal Al-Sahih. It was included by Ahmad (16957) and its pronunciation, and Al-Tahawi in Explanation of the Problem of Archeology (6155) briefly, Al-Tabarani (2/58) (1280) with a slight difference.

With their wars and their media, they want to extinguish the light of Islam for fear of it, as it is the only threat that threatens their cultures, freedoms and customs. So, Islamophobia has existed since that time, but not in the same term, but in the meaning and content.

The beginning of the term Islamophobia

The emergence of the term Islamophobia in the late last century when a British left-wing think tank named (Renmead Trust) used this term to inflame feelings of hatred and fear of Islam and Muslims, and this matter of course led to discriminatory and exclusionary practices, and then linked the phenomenon to the events of September 11th, Dr. Al-Mahjoub bin Saeed Islamophobia, , www.maghress.com. p. 108

Then it began to spread and the term spread throughout the world, including the Islamic world, but we were commenting on this term, so we refuse to add to the name of Islam any addition or change the name of our religion or change the name of the nation of Islam, because God Almighty is the name for us and our religion He said Almighty (the religion of Allah Islam) Surah Al-Imran verse 19, and the Almighty said (and seeks a religion other than Islam will not accept it, a loser in the

Hereafter) Surat Al-Imran verse 85, and the Almighty said (is Smakm Muslims before and in this to be the apostle martyr upon you and you will be Martyrs of people) Surat Al-Hajj, Verse 78.

Therefore, there is no room for altering or modifying these names ... and the term Islamophobia offends Islam and detracts from its value and right, especially as it is against Islam and severely distorts it and its followers. Would Christians today be content to call their religion Christian phobia, or the Jews, when we call their religion Jewishophobia, they will certainly not accept and will not allow anyone to say that about their religions? Therefore, it is not permissible to use this term, and the ummah's scholars must pay attention to such terms, fight them, and strive not to spread them and make the ummah aware of their dangers.

Reasons for the escalation of fear of Islam

There are several combined reasons that have led to the increase in the phenomenon of fear of the spread of Islam, and scholars have mentioned a number of these reasons, the most important of which are:

First - History is filled with many facts of the conflict between Islam and the West

It can be said that the Islamic conquests that began since the time of the Prophet, and whose borders and horizons expanded over the course of long subsequent centuries, were shaped by what was associated with them and resulted from the defeat of the Roman legions and the demolition of their strongholds in the areas that were swept by the banner of Islam, the first and most prominent of the wars that

The West was exposed to it in its relationship with the Islamic world, those wars that planted the seeds of fear of Islam in his mind, and made him develop a pathological tendency that governs his interaction with that religion and its followers. For example, after the disgraceful defeat suffered by his gallant armies in the Battle of Yarmouk in the sixteenth year of the Hijra, which resulted in the evacuation of the Roman occupation from the Arab region some time ago, he influenced (Hercules) the great Roman as saying: "Peace be upon you, O Syria, peace be upon you." There is no meeting after it, and yes, the country you are the enemy and not the friend, and Rumi does not enter you anymore except for fear, www.islamonline.net/Arabic/history/1422.9.article22.shtml

History abounds in an almost endless series of wars that perpetuated the suspicious, even hostile, view of the West - the legitimate heir of the Roman Empire - towards Islam and its people. As these wars did not stop at the borders of the aforementioned Battle of Yarmouk with certainty, but rather went beyond a long series of violent confrontation situations recorded by history in the many battles decisive to the bloody conflict between the two sides.

It seems that the direct interaction of the people of the West with the Muslims for many decades, whether in the context of their occupation of some Islamic lands during what some historians have known as the Crusades, or in the context of their benefiting through their travels and students from the scientific and cultural renaissance that flourished in many cities of the Islamic world, it seems that It was not sufficient to succeed in bleaching the gloomy image they drew in their minds towards Islam and its followers, as a bloody religion that could only be associated with violence, backwardness and terrorism (Islamic fear between truth and misinformation. Attia Fathi Al-Wishi, The Call to Truth Series, Muslim World League Publications Issue 219, 175)

It is noticeable for this reason that it is very old and Muslims today are too weak to protect their country by themselves, let alone enter into wars with the West or anyone else .. So this reason will not be the direct one alone, but if it is added to other accumulations it will have a role.

Second - Ignorance of Islam

According to a common saying that is not without validity, a person usually tends to be hostile to what he is ignorant of, as it poses an ambiguous danger that is better guarded against and avoided. This may explain the fear of many of Islam and their tendency to hostility and aversion to Islam, even among some of the children of Muslims themselves, who have a superficial knowledge of Islam! In fact, there is a blatant ignorance of the truth of Islam, especially in the Western world, which draws its information about Islam from sources that in many cases may lack objectivity, integrity, impartiality, or adequate awareness of the truth and essence of Islam. School curricula and even university in the Western world are still burdened with a huge amount of false and misleading information about Islam, which it has its roots in the products of the Orientalist school, one of the main traditional arms of Western colonialism (alrashedoom.com).

In this context, one researcher notes, “Little of the production of the new Orientalists, which is much in itself, goes to policy and decision-makers in the West. While much of their production goes to the public opinion through sophisticated media and propaganda devices to confirm or distort stereotypes. . Regarding the hostile intentions of Orientalism and its pursuit of more confusion of papers and straining relations between Islam and the West, the same researcher continues to say: “The new Orientalism that seeks in word and deed to a (civilized) clash with the Islamic East is also keen to open a dialogue on multiple levels in which religion mixes with politics and the understanding without understanding. (www.maghress.com).

Ignorance of Islam and carrying false perceptions about it, along with the consequence of this in preventing the formation of an appropriate ground for understanding and understanding and positive communication with its adherents, is a prominent feature of life in the Western world. Perhaps this is what prompted former US House of Representatives member (Paul Findlay), who told the Islamic world closely, to take it upon himself to seek to break the barrier of Western ignorance of Islam, to work to correct the wrong concepts and stereotypes related to it, and to refute the delusions that reside in Western minds about it, especially in American society. (Findlay) outlines the reasons behind the ignorance of Americans, and Westerners in general, of Islam and adopts misleading stereotypes about it for the following reasons: (www.arabrenewal.info)

1.The role of the Jewish lobby in presenting a bad image of Muslims, and portraying Israel as a weak state that threatens Arabs and Muslims with its security and existence

2- Restriction to talking about Jewish and Christian ethics in American society, as they are considered high acceptable morals worthy of following, while avoiding referring to Islamic morals, and portraying them in a negative and repulsive way when talking about them. So that Judaism and Christianity became in the eyes of the American a model for progress, civilization and morals, and Islam became an expression of backward and dangerous power.

3- The branding of Islam with terrorism, intolerance, contempt for women, lack of tolerance for non-Muslims, rejection of democracy, and the worship of a strange and vengeful god.

4- Westerners 'fear of an escalating Islamist threat, their fear of the coming Islamic-Western war, and the feeding of these fears by the Zionist organizations, so that Western support for the Zionist entity in Palestine does not diminish.

5- Western media focus on portraying Islamic movements, especially resistance movements, as terrorist movements that do not respect democracy and human rights. And those methods worked in some; sometimes they have to fabricate programs that amplify the calls of some Muslims to fight America, (Israel) and the West, and take these calls out of their original context.

Third - Conflict of interests and different value propositions

Although ignorance of Islam may be a major reason for fear of it and hostility towards it, it is certainly not the only reason. History has recorded that the knowledge of many people about Islam did not prevent fear of it and opposing it. Rather, it can be said that this knowledge was the main entry point for taking a negative stance against it. Islam came to form a project of a vision that renewed what the teachings of heaven have been calling for and advocating for it since man was found on earth, a vision based on destroying the strongholds of oppression among human beings, and spreading the values of justice, brotherhood, equality and virtue among them. Of course, it was inevitable that this project collided with the interests of many opportunistic groups that were keen on the continuation of the existing imbalanced conditions, with all their exploitation, injustice and distortions, and the Arabs may adopt many of its own behaviors, many of which are related to the capitalist system and its pragmatic principles of seeking To maximize profit, pleasure and private benefit, and at the same time enter the circle of social and economic freedoms recognized there, such as: freedom of gambling, alcohol consumption, engaging in usury, legalizing the practice of prostitution and same-sex relationships, permitting sexual relations outside marriage ... etc. Certainly, such behaviors cannot receive the blessing of the Islamic religion, which considers them and others like them to be forbidden for their perpetration that calls for criminalization and punishment. Hence, it is natural for many people in the Western world to find Islam and its teachings a flagrant threat to what they consider fundamental freedoms that should not be violated or neglected.! (www.maghress.com). Interest and civilization conflicts overlap to demarcate the relationship between Islam and the West to a large extent, while it is possible to acknowledge - to this extent or that - that the conflict that governs the relationship of the Western world with Islam is based in part on deep cultural differences rooted in history, as the theory claims (conflict Civilizations famous for its American theorist (Samuel Huntington), it is also possible to say that an important part of that conflict is based on the conflict of interests between Islam and the West, so that the latter appears to be ready to accept a (moderate) Islam that guarantees its political and economic interests and does not pose a threat Her (Dr. Al-Mahjoub Saeed, Islam and Mediaophobia, p.).

Fourth - Confusion between the Islamic religion and the reality of Muslims

It is no secret that for many centuries the Islamic Ummah has been suffering from a crisis reality on various levels and levels: political, economic, social and cultural. Which is reflected on that nation stands at the bottom of the rest of the world's nations in terms of civilized contribution and participation in the advancement and advancement of humanity. On the political level, wars and armed conflicts have ravaged and are still ravaging the lives of thousands of people from the Islamic world every year, as is the case in Palestine, Iraq, Afghanistan and Sudan, for example. Islamic countries seem incapable of doing much to stop, win or settle these conflicts. In addition, many Muslim countries are still subject to one way or another by foreign powers that confiscate their freedom and limit the possibilities of their de facto independence. On the economic level, statistics indicate that more than half a billion Muslims live under the poverty line, and this means that a large proportion of the world's population who live below the poverty line are children of the

Islamic world, despite all the wealth enjoyed by the countries of that world. Immense human and natural. This draws attention to the rampant corruption and mismanagement these countries are suffering, and the inequality of justice in the distribution of resources and wealth. Not only that, but many Muslim countries have been swept by the specter of famine, and the monster of hunger has devoured hundreds of thousands of its people, as happened in Niger, Somalia and elsewhere. In the social field, it is possible to talk, in general, about the suffering of the countries of the Islamic world, blatant class disparities that are exacerbating year after year, as well as the cracking of their traditional institutional structures with the inability to find modern constructions capable of effective successful achievement, the decline of the status of women, and the marginalization of the role of youth. Weak attention to children, not to mention the vibration of value systems and their weakness under the weight of invasive Western values. On the cultural level, the Islamic world seems almost completely cut off from the knowledge, information and scientific revolutions that the world is witnessing, so it seems that the least has contributed to those revolutions, whether at the level of creativity or development, In the best cases, he becomes an avid consumer of the applications and technologies that these revolutions produce in the face of the deteriorating reality in which the Islamic world is floundering, and with taking into account the Zionist and colonial efforts to deepen, highlight and amplify that reality, it becomes natural to emit a state of automatic identification between Islam on the one hand, poverty and backwardness. On the other hand, in order for Islam to bear the consequences of the weakness and backwardness of its children. Accordingly, it seems that it is difficult for a Westerner who knows nothing but a distorted image of Islam to sympathize with this religion. Rather, it is natural for him to take from it - which he thinks is a major reason for the backwardness of large parts of the world - a negative and hostile attitude, and pays part of his attention to fighting it and eradicating it. ! (www.arabrenewal.info, www.alrshedoon.com)

Fifth - Adopting a negative stereotype of Muslims

Originally, principles and theories, especially doctrinal, have an ideal character that allows a reasonable margin of separation between them on the one hand, and their followers and their application on the ground on the other hand, but in many cases, ideas are confused with their adherents, and what they commit is attributed to them. From errors and excesses to the ideas that they claim to adopt. This is quite evident in the case of Islam and Muslims, as Islam is held responsible for the erratic behavior that some Muslims have. In addition to ignorance of the truth of Islam, as mentioned above, it is in the interest of many supporters of colonial and Zionist trends to exploit the bad behavior of Muslims to harm them and their religion, and to prove the validity of the stereotypes drawn in the minds of many Westerners about them. By shedding light on those stereotypes about Muslims that have developed over many centuries in the atmosphere of conflict and tense and unbalanced interaction between the two sides, they project a huge amount of slanders and ill fantasies to the Muslim personality, portraying them with greed, greed, stupidity, stupidity, deceit, contempt for women, and the striving for Desires ... etc.

Global cinema and the malicious media that are subject to clear control by the Zionist circles in the world have played a fundamental role in consolidating the features of these stereotypes, amplifying them and generalizing them, until they have become the fixed facts that cannot tolerate discussion, which govern how many Westerners deal with Islam and Muslims. Some Muslim children themselves have played a significant role in believing these disreputable stereotypes, through their backward and perverted behavior while wandering in many countries, thus presenting the worst example of the Muslim personality, and then of Islam itself. It has also been the strict application of Islam, which focuses on form at the expense of spirit and content, on the part of some Muslims

The resounding bombings on civilian targets in a number of western countries, such as the United States of America, Britain and Spain, and Islamic countries as well, such as Saudi Arabia, Egypt, Pakistan and Jordan, which were adopted by groups claiming to belong to Islam, such as al-Qaeda with its branches, to pour into the current of escalating fears of Islam, and to give its enemies more justifications. To fight it and tighten the noose around it, under the pretext of its direct responsibility for generating terrorism and terrorists (www.arabrenewal.info/www.alrshedoon.com).

But the researcher adds to these reasons other fundamental reasons for what was said reality and the West has the upper hand in much of it. In the Council of Churches and Jewish and Christian organizations, there are many more reasons than I mentioned. For example, in 1985 the Vatican mentioned for the first time in history that the number of Muslims have outnumbered Catholics, and since that time, the signs of a frenzied campaign against Islam and Muslims have started, talk of religious extremism has grown and fear of what has been called the (Green Islamic Threat) has increased (Dr. Al-Mahdi Al-Najjarah, The First Civilization War, p. 186).

Another report by Human Rights First states that hate crimes against Muslim individuals, groups, and institutions increased between 2005 and 2006 and one study states that hate crimes committed against Muslims are higher than the number committed against black Americans. (Dr. Al-Mahjoub Al-Saeed .. Media and Phobia, p. 105).

These and other reports confirm that those carrying out these campaigns are fully aware of the truth of Islam, and these campaigns are nothing but a metaphor for the intense fear of it and the rapid spread of it.

Despite all these campaigns, Islam is widespread in the West and America, so I see that among the most important reasons for its spread:

First - The scientific and technological revolution now taking place has led to the conversion of many scholars to Islam: When scientists reach the end of any scientific discovery, they find Islam standing in front of them in all the correct research results reached by science, as it has been present in the Qur'an and the Sunnah for a thousand and four hundred years. This leads to the entry of Western, Jewish and American scholars into Islam without anyone's permission and without hesitation, and then many of them engaged in calling to Islam, such as these:

1. Maurice Boucay (www.aloyun.com), the most skilled of France's surgeon, headed the study team of Ramses' mummy, and the results showed remnants of salt stuck in his body as the biggest evidence that he died by drowning, then he was surprised when he learned what the Almighty said] So, today we deliver you as your body, so that you will be left behind by those who left you. Unguarded people (Surah Yunus Aya (92)).

2. Arthur Ellison (www.aloyun.com) Head of the Electrical and Electronics Engineering Department at the University of London stopped by the Koranic verse] God dies souls while her death and that have not been in her dream that spent by examining a death and sends the other to indefinitely in that are signs for those who reflect Surat Al-Zumar Verse (42), He converted to Islam because of it.

3. Keith Moore (www.nawaret.com) of the largest anatomists and safest embryos in the world because of the verse] We created man from a strain of clay * then made it in McCain's decision sperm * then created sperm leech Hirudo Fajlguena chewed substance embryo bones Vksona bones

Then we created meat for another creation, so God blessed the best of creators (Surat Al-Mu'minun verse 12-14).

4. British Colonel Richard Fairley (www.nawaret.com), former chief inspector of the British Counter-Terrorism Authority, by virtue of his studies of geology and in depth in science, he became Muslim due to three verses:

Allah's sayings: "We built the sky with hands, and we are able to expand" (Surat Al-Nazi'at verse 47).

And the Almighty said: Did not those who disbelieved who saw that the heavens and the earth were an act of sin, so we lost them (Surah Al-Anbiya 'Verse (30)).

And the Almighty said: "Did we not make the earth a cradle" Surah Al-Naba 'Verse (6).

And other scholars who cannot be mentioned, entered Islam when they saw that the results they reached in their research are all found in the Qur'an and Sunnah.

And when such scholars who are the finest of people in America and the West become Muslim, many of them become Muslim with their Islam, because many of them worked in calling to God after their conversion to Islam, and this is very bad for the Council of Churches and other Christian and Jewish organizations hostile to Islam.

Second - the complete impotence of the West and the Jews to distort the Qur'an; Because God, may He be glorified and exalted, is the one who took care of it. The Almighty said] Indeed, we have revealed the remembrance of Him, and for Him we may preserve [Surat Al-Hijr, verse (10). As for the previous religions, it came with the right that Islam brought to them, but they were able to distort its mission because God Almighty has preserved it or devised it. The Quran . If they were able to distort the Qur'an and its principles and rulings, there would be no Islamophobia, but they would not have been unable to distort it. So Islam is the only right in the world that stands in the way of everyone. . So now there is no Nasarophobia or Judaism. They did not need these terms in these religions because they were emptied of their divine content.

Third - the rapid spread of Islam:

When the West and the Jews felt the increase in the phenomenon of the spread of Islam in their countries, they directed all the media against Islam and Muslims, and its repercussions were very positive for Islam and in his service, the Almighty said] And hopefully they hate something and it is better for you (Surat Al-Baqarah Verse (216), this was a peace of Haddi. On the surface of some of them, they are unfair to Muslims, such as that whoever entered Islam among the infidels of the Quraysh would return again to Mecca if he went to Madinah. This condition, on the surface, is injustice to Muslims. He entered Islam from the infidels of the Quraysh, when Abu Basir and his group of Muslims who had not authorized them to come to Medina on the Quraish caravans and their trade dominated them.

So the West has now directed its media in a fierce and tendentious manner against Islam, and the results were the entry of thousands of Westerners into Islam in groups and individually, especially after the events of the eleventh of September ... which astonished the West itself and made it floundering in its actions and decisions, at a time when the call to Islam by Muslims in the West weakened The enemies of Islam became active in introducing it so that Islam will continue to spread, whether the West or not. My nation will have the property of what has been furnished to me. Parts of the earth.

In the past, the West believed that jihad was the only reason for the spread of Islam, and now Islam is spreading without jihad.

Fourth - hatred, envy and hate:

American and Western media focused on the fact that the phenomenon of Islamophobia appeared in the last century and became active after the events of the eleventh of September.

But we say that there are many events in America and Europe in which thousands of people and terrorist groups exist in those countries. Rather, some of these groups form a state within the state, such as mafia groups, drug dealers, Khmer Rouge ... etc. Countries calculate for them a thousand accounts and deal with their problem as ordinary problems that did not affect religions because of their crimes, and nations or groups were not punished because of them ... unlike Muslims. If a Muslim person who was not a Muslim was killed, the world would rise and would not stand still, and the killing is described as a terrorist operation, and it insults Islam and incriminates Muslims and all that. Without considering why this non-Muslim Muslim was killed, even if the Muslim was in a state of self-defense, he is a terrorist in the eyes of the West and America, and this if it indicates something, it indicates the pre-existing hatred and hatred in the souls towards Muslims.

Symptoms and manifestations of "Islamophobia"

Since its emergence, which coincided with the beginnings of the Islamic conquests, the phenomenon of pathological fear of Islam expressed itself through a number of manifestations, which varied between one period of time and one place and another in its nature, and in its degree of negativity and intensity. In this context, we can talk about the following aspects:

1- Challenging the message of Islam and questioning the prophethood of the Messenger, peace be upon him.

Since the emergence of the message of Islam, the voices questioning the veracity of that message and the sincerity of its owner have barely ceased. As is known, Islam has been subjected, since its rise, to a fierce campaign on the part of many Arab and Jewish tribes to fight it and abort its call. Where the noble Messenger was assigned a lot of false attributes and epithets that challenge him on a personal level, and throw him into lying, madness, fortune-telling, magic, tyranny, and weariness on desires ... etc.

Of course, these malicious accusations did not stop at the limits of the Messenger (peace be upon him), but rather extended to Islam as well, who was accused by some of the haters of being a material religion that does not take into account spiritual dimensions, and that it is a bloody religion that rose and spread by the power of the sword ..

As casual examples of the foregoing, the famous French writer (Voltaire) had published in the mid-eighteenth century AD a book entitled: (Fanaticism or the Prophet Muhammad), in which he described the Holy Prophet as "hypocritical, deceitful, lover of bodily pleasures and despot." (www.balagh.com).

Centuries before that, that is, in the late thirteenth century AD, the epic (The Divine Comedy) by its writer (Dante Alegre) had attacked the person and image of the Messenger of Islam in a way that was not befitting of him. This is what he did several years ago by the Indian writer (Salman Rushdie) when he published in 1988 AD his famous novel (The Satanic Verses), which and its owner were and are still supported, protected and honored by the West, claiming victory for freedom of expression.!

The caricatures published by the Danish newspaper (Jyllands Boston) on the 30th of September 2005 came to be added to the list of deliberate insults against Islam and its symbols. That newspaper published 12 comic cartoons of the Prophet Muhammad (peace and blessings be upon him), and was described by many as extremely impudent and decadent. The publication of these

cartoons was combined with an article by the editor-in-chief of the newspaper expressing his surprise and disapproval of the aura of holiness with which Muslims crown their Prophet, considering that this is nothing more than a form of nonsense based on megalomania, and calling for the courage to break that (the taboo). The way to expose the "dark history" of the author of the Islamic message, and highlight his truth to the world public opinion! (Howeidi, Fahmy (Insulting the Prophet of Islam raises the question! Who hates whom?) Asharq Al-Awsat Newspaper Issue 9913 (January 18, 2006).

It should be noted that these drawings are not the first of their kind, as they are only one in an extended series of episodes that do not want to end. For example, in 2001 a British publishing house published a book that contained comic images that were utterly ridiculous and insulting to the faith of Muslims, their Quran, and the Sunnah of their Prophet. As these pictures were shown with the utmost obscenity and vulgarity, the Holy Prophet

And his wife Aisha and some of the Companions while applying many of the teachings and rulings of Islam, and she even dared to depict the divine self in the form of a crescent seated on a chair, and the Prophet Muhammad (peace be upon him) would prostrate to him! (www.arabrenewal.info).

2- Stirring up disputes between Muslims.

Western countries, especially the colonial ones, have always shown a clear eagerness to shed light on the areas of disagreement based on religious foundations in the Islamic world and work to amplify and develop them to the level of disagreement, seeking to provoke conflicts between Muslims themselves on the one hand, and Muslims and non-Muslim minorities on the other side. . In this regard, it might be possible to recall the relentless efforts made by France at the beginning of the last century to tear apart the unity of Lebanon and stoke the fire of religious differences among its people, after the colonial powers managed to divide the Arab East into weak states following the signing of the Sykes-Picot Treaty in 1916.

In the same context, it is better to point out the academic programs that Western countries are keen to establish and develop in universities and academic and research centers, of which a large part of them devotes attention to the study of sectarian differences and the precious sects that claim to belong to Islam - which is innocent of them - in an attempt to throw the Islamic religion into something that is not There is a lot of contradiction and chaos ... etc.

3- Striving to subjugate and occupy Muslim lands.

The wars of the Franks against the Islamic world, which some called crusades, were launched under the pretext of liberating the holy city, that is, Jerusalem, from the hands of the Muslims (pagans) in their claim. In fact, the massacres committed by the (Crusaders) in Islamic cities during those campaigns may not merely reflect the pathological fear of Islam and its followers, but rather reflect an advanced degree of hatred and the desire for revenge. It is as though the bloody and hideous revenge on Muslims is a form of compensation for the chronic fear of them and of their religion. One of the eyewitnesses of the Frankish monks who witnessed the occupation of Jerusalem in the year 492 AH was narrated as saying: "Our people were roaming the streets, squares and rooftops to see their torments of killing. For the sake of speed, our people used to seize everything they found, and then peck at the stomachs of the dead (Le Bon Gustav: Arab Civilization, translated by Adel Zwaiter, p. 325).

It seems that this (Crusader) spirit, hateful and terrified of Islam, has been haunting the Western world until our days, and this may explain part of the Western obsession with fighting Muslims and subjecting them to its hegemony. The Islamic world has remained the focus of attention of Western

ambitions, which have disguised themselves in the desire to spread the message of Christ and to save that world from its backwardness and decadence! Which is translated as tens Colonial campaigns and conspiracies that ended with the occupation of most parts of the Islamic world and the tearing apart of its unity, with the overthrow of the Ottoman Islamic Caliphate in 1918.

A few years earlier, and in light of the constant feeling of the potential threat to Islam, Britain had called in 1907 to form a supreme committee consisting of seven Western colonial states, to discuss the danger posed by the Islamic Ottoman Caliphate to those countries. The committee concluded a report confirming that the source of the real danger to these countries is “the Arab states in the Ottoman state and the Arab Muslim people who live in those states” (Al-Owaisi Abd al-Fattah Muhammad, Britain’s role in establishing the Jewish state 1840-1948 Social Affairs No. 5/1 p. 152).

The aforementioned report concludes with a set of recommendations, most notably:

- 1- Working to create a state of weakness, rupture and division in the region
- 2- Establishing artificial states belonging to and subject to those colonial countries
- 3- Fighting any form of spiritual, cultural or historical unity and union among the people of the region
- 4- As a way to achieve all this, a strange human barrier with power should be inserted into the region, so that it embodies a force hostile to its inhabitants, consistent in its interests with the interests of the colonial countries that sponsored that created entity, which played its role with distinct perfection is the usurper Zionist entity (Al-Owaisi Abdel Fattah Mohamed Dor Britain in the Establishment of the Jewish State 1840-1948, Social Affairs No. 5/1, p. 152).

There are many evidences that confirm the continuity of the presence of the mentality from which (the Crusades) were launched in the depths of many of the people of the West until our modern era. For example, when British forces occupied Jerusalem in 1917 under the leadership of General (Allenby), who was the first westerner to enter the city since its liberation by Saladin Al-Ayyubi, (Allenby) chanted, declaring: "Now the Crusades are over" (Christmas Zaki, us and the world: In order to renew our vision to the world, Riyadh, Al-Yamamah Press Foundation, 2005, p. 90).

When the French forces invaded Damascus after their victory in the Battle of Maysaloun in 1921, the commander of the French forces, General (Gouraud), went to the grave of Salah al-Din al-Ayyubi, saying, “Look, O Salah al-Din, we have returned.” Al-Alam, Riyadh Al-Yamamah Press Foundation 2005 AD, p. 90), and it is said that in southern France, and in the place from which the Crusades started on

Specifically, an association holds a periodic meeting every year until this day, to evoke the atmosphere that embraced the birth of the Crusades, where speeches are delivered in the meeting simulating the speech of Pope (Urban II) who announced the launch of those wars, and the launch of the First Crusade is also being reenacted (Christmas Zaki, We and the World: In order to renew our vision of the world, Riyadh Al-Yamamah Press Foundation, 2005, p.91).

The famous (word) of the American President (George Bush), in which he slipped into saying that his war on terror after the 9/11 bombings was a (Crusade) an important indication of the settlement of the idea of the Crusades in the minds of many politicians in the Western world, and an expression of An ancient western legacy is inherited (Akash Munir, The Right to Sacrifice the Other

.. America and the Genocide, p. 149), especially in the United States of America (The Religious Dimension in American Politics .. Al-Hassan Youssef .. Center for Arab Unity Studies 200), which witnessed after those bombings A vociferous evocation of that idea, for example, the American pastor (Philip Binham) sparks the call through media outlets to launch "the Crusade against evil to save the United States ... by exposing a lie called Islam, declaring that" the Prophet Muhammad slaughtered millions since his appearance at the beginning of the seventh century The paradox lies in the intersection of this discourse with secular speeches echoing in the corridors of the American power and media, echoing the hostile vocabulary of the Crusades, and calling for the division of the world into two contradictory camps: one of them is benevolent and civilized, and the other - which is the Islamic camp - evil R. and Burberry!) (Murad Batal Al-Shishani..American Society After September 11th, an article published on the (Al-Jazeera) website).

Currents keen to fuel the phenomenon of Islamophobia

1- Western and American media:

They represent the most prominent communication channels that produce and spawn the policy of intimidation from Islam in the West and America. Anger and fear of Islam within Western societies through oriental studies, which are invested through curricula and curricula and are communicated through the written press, television, cinema and the Internet. This elaborate scheme contributed to the spread of a collective psychological state of terror, panic and fear of Islam in Western societies, especially American and European (Andalusia after The Fall of Qurnada: What Happened to the Nation of Islam Faris Al-Andalus published an article on the website (press.arabandalwcia.com)).

2- The Council of Churches:

Perhaps it could be said that there is a direct relationship between the increase in Western fears of Islam and the escalation of the Christianization activities that he resorted to, as if in the quest to convert Muslims and include them in "Christian love" is a form of defensive tricks to compensate for their hatred! For example, and before the ink was dried up in the treaty that the Kingdom of Spain signed with the Emir (Abu Abdullah al-Ahmar), the last Emir of Granada in the year 897 AH, what was known historically as the Inquisition was established, which was involved in the commission of many atrocities and massacres in order to force Muslims to Leave their religion and convert to Christianity. The first thing that these courts did was to collect all the Qur'ans and scientific and religious books and burn them in public in a public square, as a first step to evangelize Muslims by severing their ties with their religious, heritage and scientific books. After that, I deliberately transformed mosques into churches, forcing the remaining jurists and scholars to convert to Christianity, so that some of them would be forced to agree and the rest of them would face murder, the evil of murderers, with the representation of the bodies of the victims, in order to spread panic among Muslims and deliver a message to them that the choice between victory or torture and murder Stealing money and property (Al-Andalus after the fall of Qurnada: What happened to the Nation of Islam and Persia Al-Andalus, article published on the website (Al-Andalus News) press.arabandalwcia.com)

In today's world, the Christianization process is witnessing frenzied activity in the Islamic world, especially in the poor countries that suffer from political instability, which the West believes is an appropriate environment for spawning what is used to be considered terrorism. In Afghanistan alone, for example, in which the United States of America led a ruthless military campaign to topple the Islamic Taliban regime in it under the pretext of its support for terrorism, there are currently at least (1000) American and European organizations working in the fields of relief and development, many of which practice various evangelizing activities. This prompted Reverend (Ben Homan),

head of the Hungarian Christian Mission to Christianity, to declare in 2003, after an exploratory visit that lasted a month, about his belief in the success of the "doctrine of the Trinity" in establishing its feet, and about the possibility of the success of the Christianization program in Afghanistan (Al-Azhami, Hafeez Rahman The test of Christianization is sweeping Afghanistan. Article published at (www.alhagaeg.net.)

Realistic examples of Islamophobia in the daily reality of individuals and groups

First: the spread of hate crimes against Arabs and Muslims

The ill-fated campaigns to intimidate Islam have borne fruit, as the annual report of the FBI on hate crimes in the United States admitted that the number of recorded crimes against persons, institutions, or companies linked to the Islamic faith increased from 28 cases in 2000 to 481 cases in 2001 CE. By an increase of 1600%. The report did not specify the number of these cases that occurred after the events of September 11, 2001 AD, but indicated that Muslims or people of Middle Eastern origins were subjected to hate crimes in the past year in a manner that exceeds what happened at any time in the past. ... (Al-Wishi Atiyah. Fear of Islam, p. 110).

Second: Finding justifications for waging wars against some Muslim countries and igniting strife and internal conflicts in them.

Third: fear of others and a feeling of self-weakness.

As a result, there was a state of severe fear that afflicts Arabs and Muslims from the West as a result of the negative and negative impact of Islamophobia. There is no doubt that whenever the backs of Arabs and Muslims are exposed in terms of ideology, politics, economics and intellect, this state of fear deepens in their souls to the point that it has become an Arab complex and the seriousness of the issue appears that (this matter becomes transformed) To a satisfactory state when he loses self-confidence and his fear turns into a feeling of permanent weakness and defeat from the other) (Murtaza Ma`ash - Communication with the Other is a rooting for the methodology of coexistence - Al Nabaa Magazine - Beirut - Issue 47 July 2000).

Fourth: Anti-Islam and fear of it also came to increase the psychological and material pressure, and social isolation of the Islamic communities in the West. Attempts to integrate them through employment in government jobs or engaging in civil activities have become impossible.

Fifthly: Consecration of concepts that reject legitimate resistance in self-defense, the homeland and identity _ and contempt of tradition and the civilizational peculiarities of Arabs and Muslims, tearing apart the national unity of their countries, undermining political life, undermining the pillars of the Islamic project that stems from the values of the creed and imposing the Western democratic model that is not suitable for the Islamic world.

Sixth: Decreasing opportunities for detainees and those sentenced for religious and ethnic reasons to enjoy just legal rights in the West.

Seventh: Preventing the integration of Muslims into Western societies, and this, in addition to its severe social, psychological and cultural damages, is a disruption to the Islamic call movement in the West, as the Muslim will not be able to adequately express his cultural origin and reveal the essence of the values to which he belongs.

Eighth: The suffering of Muslim students from the alienation, hatred and apprehension of the majority of their Western colleagues in schools and universities, as a result of the distorted school

curricula influence of Arabs and Muslims, which perpetuates their isolation and limits the opportunities for them to open up to the other in a positive and fruitful manner.

Ninth: the erosion of the map of freedoms, the distortion of its values, and its killing, claiming to defend it, through the issuance of exceptional laws and the pretext of combating the so-called terrorism, monitoring the movement of Arabs and Muslims, spying on them and breaking into their cult and cultural privacy, as well as laws restricting the right to political asylum, immigration, and even legalizing the policy of double standards.

Tenth: Restriction on charitable and volunteer work in the East or the West under the pretext of combating terrorism, and the increasing influence of Zionist and right-wing extremist institutions on Western decision-making circles, which often led to the focus of the obsession with fear of the other.

Conclusion

Through research, it became clear to us that the phenomenon of Islamophobia is old in meaning and content and new in its name, and that this phenomenon has activated in recent times due to the ignorance of many westerners about the truth of Islam, as well as the conflict of Western interests with Islamic principles, in addition to the difference in value principles, just as the reality of Muslims is a bad image. About them, which led to confusion between their actions and the reality of Islam.

The Western media, the Council of Churches, the Zionist lobby, and the Orientalists played a major role in the rapid spread of this phenomenon.

And finally This is what I have reached, and I hope that I have succeeded in this research, and I ask Him, the Almighty, to benefit from this effort, to make it an argument for me, not against me, and to make it in the balance of my goodness on the Day of Resurrection on the day that neither money nor children will benefit except those who come to God. With a healthy heart, God is the Answerer, and He is the One Who is the Conciliator and the Guide to the Straight Path. Praise be to God, through whose grace the righteousness is fulfilled, and may God's prayers and peace be upon our Prophet Muhammad, his family and all of his companions.

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**The Spanish Colonization of the State of
western Tripoli
(1530 – 1510)**

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Abstract

Western Tripoli occupied a prominent importance due to its geographical location, which is located on the Mediterranean Sea, it became an important commercial center, which led to the colonization from several countries, until the Spanish colonized it on July 25, 1510, AD, the Spanish were led by Don Pedro de Navarro after fierce resistance with the people of Western Tripoli, so they killed and captured many numbers of the population with the support of the clergy, whose upbringing was a Catholic religious fanatic more Than the Pope himself, and the Spanish After the death .leadership had its reasons for choosing the Libyan ports because of their importance of King Ferdinand in 1516 AD, his grandson Charles V took the succession of the throne of the Spanish Empire, and commercial activity declined in the port of Tripoli under the Spanish occupation, due to the Spanish taxes imposed on merchant ships coming to Tripoli. As a result of the policy of the Spanish garrison, the Libyan delegation went to Astana to request assistance from Sultan Suleiman El Qanoni in 1520 AD to save their country from the rule of the Spanish. Because of the repeated raids on the Spanish garrison in Tripoli in the West, and Emperor Charles V's preoccupation with his fight against the Lutherans in Germany and his wars with King Francois I in France, Emperor Charles V decided to hand Tripoli over to the Knights of Saint John, with ensuring that Tripoli remains under his control, the Knights of Saint John agreed to this agreement in 1530, and Tripoli came under the rule of the Knights of Saint John.

Keywords: Spanish occupation - the state

Introduction

Recent years have been associated with increased interest in studying the history of western Tripoli in scientific circles, and western Tripoli occupied a prominent importance, due to its geographical location, which is located on the southern coast of the Mediterranean, until it became a commercial center for its strategic importance, which led to the succession of states and empires on it, starting with the Hafiz state .

Western Tripoli witnessed during its submission to the Hafsid princes a disturbance in its general conditions, as a result of the ongoing conflict in the regions of North Africa, The regions of the Maghreb continued to live in a state of internal conflict, especially the Tunisian-Tripoli dispute, which stopped as a result of the two parties' fatigue from the fighting , And with the collapse of the Hafsid kingdom, the regions of the Maghreb, especially the important cities such as Tripoli in the West and Gabes in Tunisia, formed something like autonomy, after the fall of Granada in 1492 AD, And the Spanish Empire's pursuit of their wars in the Maghreb against the Muslims, the colonial expansionist motives were trade, and the spread of the Catholic Christian religion, According to the sources and references that talked about that period of time, the Tripoli administration decided to settle its internal problems, setting up fortifications and fences in preparation for facing any external emergency, But with the passage of time and the good life of the people under the new administration, they forgot about fortifying their city, which made them vulnerable to the ambitions

of the Spaniards that sought to expel Muslims from Spain and establish Spanish unity, which was pushed by the pursuit of Muslims and revenge on them, Islamic rule over Tripoli in the West continued until the Spanish occupied it on July 25, 1510 AD, under the leadership of the Spanish commander Don Pedro de Navarro, and this battle inflicted great losses on the Spaniards, And it ended with the Spanish forces occupying Tripoli, after they killed and captured large numbers of residents, and a large part of them were forced to seek refuge in Tajoura, Gharyan, Misurata, Bani Al-Walid and Al-Jabal Al-Gharbi, and ended the local resistance and the entry of the Spanish forces into the city, Commander Navarro went to the Saraya and around the brigades inside the castle to a church he called the Church of Saint Leonard, and left Tripoli for the Tunisian lands due to his expansionist policy in North Africa, so the maritime jihad movement emerged in the Maghreb in the west and east With the approach of the Ottoman force then towards the Arab countries. This synchronization was accompanied by the occurrence of international variables, including the occurrence of France in a long conflict with the general Italian cities, especially the Kingdom of the papacy, and the outbreak of religious wars following the death of King Ferdinand, and the arrival of his grandson Charles the throne, then became Emperor of the Spanish 1519 of the empire, Because of the raids on the Spanish garrison in western Tripoli, King Charles V agreed to hand Tripoli over to the Knights of Saint John. In 1530 AD, the priest was appointed by Gaspari de Singosa, and the economic conditions in it remained the same, The Knights of Saint John would almost leave Tripoli in the West, had it not been for the Pope's mediation with Emperor Charles V to agree to allow them to trade with his ports.

The role of the Spaniards in western Tripoli 1510-1530 AD

On July 25, the Spanish fleet arrived in a naval campaign to Tripoli and the ships occupied their positions, and the assigned army descended towards the city, protected by the defenders of the fleet, and the Spaniards occupied Tripoli under the leadership of Don Pedro de Navarro (Ferro, 1970: 80).

After a resistance in which the Trabelsis defended Tripoli, the purity of the women and the purity of the veiled, and after the capture of the city, the Spanish forces destroyed many of its buildings and killed and excluded many of the residents, in which the Sheikh of Tripoli, Abdullah bin Sharaf, and his wife and sons were captured And five hundred prisoners of the people, and about two thousand Trabelsi and Italian and Spanish forces killed three hundred fighters, while others took refuge near the Great Mosque (Oglu, 1993: 22).

The battle lasted for continuous hours, and before sunset that day, Tripoli fell, and after its fall, the residents decided to withdraw from it, and historian Oglu Tarkhan points out in his book Tripoli al-Gharb about this incident that the Spaniards worked as a sword in the necks of the people of Tripoli to the extent that the tears of the Spanish leader Navarro fell with him in the face of the massacres that befell the people. Tripoli, who were killed in large numbers and were captured as slaves to Spain, as the Vatican celebrated the fall of Tripoli, and Europe rejoiced over the victory (Tarkhan, 1983: 256).

This success encouraged the monarchs of Spain to take a major boost in their campaigns against North Africa (Merriman, 1962: 108)

The reasons for the occupation are due to the Spanish Christian conflict, which aims at the invasions of Arab Muslims in North Africa, and Tripoli, the West, moved administratively to the authority of the Viceroy of Sicily, who asked his followers to invite him to move to Africa with the promise that these Palermo and colonialists would get good land and housing and full tax exemption.

European merchants were exempted from paying customs duties and taxes for a period of ten years with other aid, while other Muslims were obligated to pay customs duties in trade, and the colonies in western Tripoli became isolated from the rest of the country, , And was Gharyan and Tajura main bases of resistance, and provoked the defeat of the Spanish conquest in Djerba great joy among the Arabs and Ottomans (Zadeh 327: 1989).

Asheq Pasha Zadeh al-Din confirms in his book *The History of Western Tripoli*, and says: - "A plague epidemic has spread in Tripoli, which has afflicted great loss of life, And he limps and says: - "In mid-January of the year 1512 AD, the city of Tripoli became administratively affiliated with Sicily after Ferdinand, the king of Spain, abdicated it to his deputy in Sicily, So he sent Joan Francisco to secure his king in it and consolidate his feet, as the immigrants wished to settle there. And in 1517 the Spanish naval campaigns were neglected due to conflicts with France and Italy (Zadeh, 1989: 341).

In the year 1520 AD, the Spaniards tried their luck for the third time in the conquest of Djerba, and failure was their ally, and in that period the Spaniards were unable to evacuate the people of Tripoli from Tajoura, and the Spaniards directed a lot of their attention to adding other towers to defend the port, Then they began to build the mandrake tower at the entrance to the port where the lighthouse of the city of Tripoli was located, as for the palace, its face was an island surrounded by water on all sides and extending between the palace and the city, a movable bridge pushed at night and extended during the day (Oglu, 1993: 22).

As for Jean Hippoly Mariol, he tells us in his work *Spain from Ferdinand and Isabella*, the Spaniards were able to establish their state through a union that culminated in the marriage of Ferdinand, King of Aragon, from Isabella, Queen of Castile , And her upbringing was a Catholic, and it seems that she was more religious than her husband and had a great influence on her husband, King Ferdinand, so she was hardened by her intolerance, and thus he became more Catholic than the Pope himself (Hippoly, 1962: 323)

And after the death of King Ferdinand the Catholic on January 23, 1516 AD and the loss of Cardinal Exness, the naval campaigns on Africa were neglected, and with the accession of his grandson Charles to the throne in Spain and he became emperor of the Roman Empire in mid-January 1519 AD in the name of Emperor Charles V (A.S. Home, 1940: 23).

After controlling the entire peninsula, the invasion was followed by a decree that imposed on Muslims in Spain a forced religious conversion, except that most of this religious conversion was in name only if the Muslims practiced Christian religious rituals, but they continued to apply the Islamic religion in secret (Al-Hassan, 1980: 57).

For example, after the child was baptized, he was taken home and was washed with hot water to nullify the sanctity of his baptism (Merriman, 1962: 114). Also, large numbers of Muslim Arabs were expelled from Spanish lands. As for the Arabs who were Christians, they were considered second-class citizens (Zadeh, 1989: 132).

The Spaniards were not satisfied with that. Rather, they resorted to revenge against the Arabs of North Africa, and at the beginning of the sixteenth century, who faced difficulties embodied by three main phenomena:

First - the political crisis generated by the events as a result of the Holy League's war, as this political crisis resulted in stifling economic hardships.

And secondly - the foreign invasion (the Portuguese against Morocco and the Spanish against Algeria, Tunisia and Tripoli in the West).

Third - the local reactions to the foreign invasion. In Morocco, the phenomenon of religious revival, coupled with a national rise against the Portuguese, was represented (Tarkhan, 1983: 263). Whereas in Algeria and western Tripoli, it was represented by the help of the Ottoman state, with time differences imposed by the reality of western Tripoli (Fares, 1999: 186).

In his book *Modern History of Morocco*, Muhammad Khairuddin Fares comments on the events that the North African regions faced, saying: "These phenomena contributed to the awakening of religious and national consciousness in response to the massacres committed by the Spaniards against the people" (Fares, 1999: 193).

The Hafsiids were aware that the Spaniards were looking to occupy all regions of North Africa, and from the occasions that the Spaniards took advantage of, a dispute occurred between Ahmad al-Hafsi and his father, Al-Nasir, so he went to the Spanish to seek their help on his father (Al-Mutawa, 144: 1986).

Trevor Davis notes in his work *The Golden Horn of Spain*, when the Spanish prepared for the invasion of Tripoli, the fleet took off from Favignana, and Julianobella joined the army, a Maltese expert with knowledge of Tripoli and its people (R. Davise, 1961: 98).

Tripoli fell into the hands of the Spaniards after the blood of the people of Tripoli was shed on every port, and the coasts of those regions were called (Barbarism) (Oglu, 1993: 28).

With the collapse of the Hafsid kingdom, some major cities in the regions of North Africa, especially important cities such as Gabes and Tripoli, formed something like autonomy, and for this, the matter required the Hafsid Sultan Abu Abdullah Muhammad bin Hassan to confront the Spaniards and prepare to defend his land. After the fall of Tripoli in the West, where the Spaniards were able to occupy it with difficulty (Brunchvik, 1988: 47).

When the Spanish placed their hands on Tripoli, they controlled the port trade and monopolized it, and took it as a base for their war operations in the Mediterranean, and they ruled it for nearly twenty years (Al-Jamal, 2003-83: 82).

Marin Sandow confirms in his diary, quoting Mahmoud Amer in his book *Modern History of the Maghreb*, that a large group of Muslims, when they learned of the fall of Tripoli in the West at the hands of the Spaniards, attacked a hotel inside which the Spaniards were staying in Alexandria, and they caused great damage (Amer, 1987: 122). In his book *Spain Under the Habsburgs*, Jean Lynchie states that the Spaniards, led by Pedro de Navarro, * to deepen their influence, deliberately

occupied Djerba, but the people of Djerba managed to inflict more than a thousand dead Spaniards, including important figures, so the Spaniards were forced to return to Tripoli (Lynch, 1981: 406).

The Spaniards feared the violent attacks of the Tripolites, and the Spaniards alarmed the arrival of the Ottoman fleet on the southern coast of the Mediterranean (Bertrand, 1945: 256).

Important details have been recorded about the battles that took place in Tripoli, and historian Asheq Pasha Zadeh states in his book *Tripoli al-Gharb*, that the number of defenders of the city reached fourteen thousand fighters, and that the Spaniards attacked the city from the sea side, And that Sheikh Abdullah bin Sharaf, who was chosen by the Trabelsians as their ruler, was captured by the Spaniards and transferred to Messina (Zadeh 1989: 36)

Zadeh adds that a group of prisoners estimated at about one thousand and four hundred prisoners arrived, and that the prisoners were sold by public auction at a price ranging between three and five ducats per person. And Zadeh notes, the motives are not regional expansion and political influence, but the goal was to spread the Catholic Christianity and fight other religions, and for this reason Spain did not settle in North Africa (Zadeh, 1989: 39)

Commented Reza Nour in his *Tripoli ways Mwaslaty*, A large number of people in the interior of Tripoli and Tunisia were calling for jihad, And Tripoli annexed the West to the Kingdom of Sicily, where it was administered directly by the government of the Viceroy who was residing in Sicily (Nur, 1915: 189)

Nour adds: - "In mid-January he summoned Count Diego de Vera, who was in charge of administering the city of Tripoli, and replaced him with Done Joyne de Regueses, accompanied by a group of the Knights of Saint John based in the island of Rhodes" (Nour, 190: 1915).

As the Ottoman ships approached the shores of Tripoli and bombed the Spanish fortifications, the joint operations carried out by the Ottomans and the Libyan Mujahideen indicated the establishment of close cooperation between these two anti-Spanish forces (Kord 1982: 161).

As for the commander, Count Pedro de Navarro, foreign sources indicate that he worked on his own account in the service of the King of Spain, Ferdinand, and he was taken prisoner by the French in Tunisia and released by King Francois I of France, and he worked in the service of France and was arrested when the French withdrew from Naples And Charles V ordered to be strangled in his cell (Hassall, 1919: 242)

In 1517 AD, the Ottoman influence escalated and the Sultanate's prestige increased to a large degree after the fall of the Mamluk state, But Tripoli did not join the Ottoman authority until 1520 AD (5 Hassall, 1919: 24).

In the year 1520 AD, the Ottoman Empire established its feet over the Algerian coast from the Mediterranean Sea, and was working to protect the Muslims in North Africa, and to transform Algeria as a base for it against the Spanish expansion in North Africa (Prochin, 1991: 26).

As for the news reported by the historian Ituri Rossi in his book, *Tripoli Under the Rule of the Spaniards*, about the arrival of the delegation from western Tripoli to Astana, it was full of imagination, the Ottomans entered as a protective force, when the Tripoliites sought their help, and a delegation from Tajoura traveled by sea to Astana in 1520 AD, They asked for help and assistance from the Ottoman Sultan Suleiman the Magnificent, to save their country from the rule of the Spaniards. They replied that they were from Tripoli and that they had come to Astana to seek the help of the Ottoman Sultan (Rossi, 1985: 63).

Karl Brockelmann, author of the book *The History of Islamic Peoples*, asserts that one of the most prominent results that resulted from the Spanish domination of Tripoli and the rest of the other African regions is that all of these regions have entered the framework of European politics for more than two decades (Brockelmann, 1965: 127).

Karl adds that the missionary campaigns found in those regions a fertile ground for them, but the Ottomans' entry into the African arena shattered the political hopes of Europe and the religious dreams of the papacy, noting that the Spaniards were aware that the occupation of northern African regions is necessary for several reasons, including: political and economic, as well as religious reasons, and they never imagined that the Spaniards might reach the regions of North Africa (Bro That is why they excessively committed acts contrary to human values, described by historian Martin Ashwam through a wave of mass exodus, on foot and on donkey carts and other livestock, to the areas adjacent to Tripoli, and the mass displacement of the people was caused by many social and economic problems and the displacement of large numbers of them, To the neighboring cities, this criminal extravagance pushed the Tripolians who were subjected to Spanish insults and mass murder at the hands of the Spanish to seek help from the Ottomans, knowing that the Ottomans had begun to impose their hegemony on most of the Algerian cities (A.S. Home, 1940: 17).ckelmann, 1965: 129).

Altrabulcin did not give the Spanish occupation, we have banded all their towns and villages to restore the city of Tripoli, where they set up regulatory centers in the western mountain Tajura and Misratah, in order to launch attacks against sudden Spaniards who have promised their occupation of Tripoli, a victory for Christianity as a whole, And organized the administrative and customs in which their affairs in order to organize things trade between Muslims and Christians, and imposed taxes on mutual goods by ten percent, while food supplies special exempted garrison of the tax, as they added to the marine booty carried by pirates Christians for sale in Tripoli markets by ten percent as well as rights admiralty (Ihsanoglu 61: 1993).

The Spaniards were not satisfied with the occupation of Tripoli and its enslavement and the surrounding cities, and the Viceroy of Sicily Catania announced that he would offer those who wished to come to Tripoli and establish decent housing with good agricultural lands, In addition to their exemption from taxes or fees for a period of ten years with other aid (Aladdin, 2014: 332).

This prompts us to say that the people are tired of their lives under the crumbling Spanish occupation; the livelihood has become a dream for most of the people, because the roads that commercial caravans had previously built were filled with sand. And it became difficult to define its features even for the people, and the tribes were lost in the maze of change, it abandoned its nomadic nature and destroyed the center of a city. The toxic conflict made it lose and all that evidences or distinguishes it from the loss that exists in Tripoli and foreigners are cunningly trying to deepen the stalemate, And fueling conflict and embodying chaos and turmoil, and so we see that the security turmoil resulted in the stagnation of economic life, especially in Tripoli, which is poor with its agricultural potential, That the struggle of the Spanish soldiers to share the spoils generated an economic stalemate that Tripoli has been paying for and bearing its consequences for centuries, and we must realize that each era has its own distinctive features and character, and the people of Tripoli in the West who knew courage and sacrifice, as well as their patience, They resisted the invaders of the sixteenth century, a resistance recorded in history with pride.

The Viceroy of Sicily, Don Hugo de Moncada (Don Hooger de Moncada), was thinking of increasing the number of Christians in Tripoli, and they sought to encourage immigration to it, and for this he rejected the demands of the displaced from Tripoli because they stipulated that they would not return to the city unless he was released Sheikh Abdullah bin Sharaf, the governor of Tripoli, who was taken prisoner to Sicily, and when their desires did not receive a response from the Spaniards to come to Tripoli to reside there, the Viceroy of Sicily stipulated that he would not be released unless he promised to calm him and settle the situation in the city (Bertrand, 1945: 416) .

In addition, the King's letter (Charles V), which was addressed to his deputy in Sicily, instructing him to return the sheikh to Tripoli, forced the vice king to release Sheikh Abdullah bin Sharaf in 1520 AD to relieve the European communities and Spanish forces that were facing sudden attacks from the people(Booth, 1934 : 269).

As for the return of the ruler of the city, Sheikh of Tripoli, it took place on April 12, 1520 AD, a decision was issued to approve his return to Tripoli, and the return of the prisoners (Karbajal, 1989: 211).

As for Chawish Suleiman, he mentions in his book the invasions of Khair El Din Barbaros. The European communities and the Spanish garrison in western Tripoli lived in a troubled and troubled situation. The Algerians under the leadership of Arouj and his brother Khair El Din Barbaros inflicted severe defeats on the Spanish to the extent that King Charles V of Spain studied with his leaders the situation of his forces in the North African regions, And he adds Shawish was the coast of Spain had abandoned her family, because they did not lay down their protection from their state and they cannot face it, as well as the Altrabulsien participated in the marine business and Astbsilwa in beating the Spaniards to harm them in response to their crimes in their city (Suleiman, 104: 1999).

According to the sources close to the Spanish throne, Father de Heido, who narrates to us in his book The History of North Africa in the Sixteenth Century, quoting Martin Ashwam in his book Spain's Greatness and Its Decline He confirms that the king proposed to his council to keep Algeria and the coasts of Tunisia, but his leaders insisted on the necessity of preserving the entire North African regions, Because their withdrawal encourages the Barbarians to attack them, and they will not achieve any economic benefits, and the conflicts that were taking place between Spanish soldiers in North Africa contributed to tearing the psyche of the soldiers themselves, He adds that Martin Ohwam Altrabulcin and Algerian pirates brave do not know fear, And he limps and says that the Spanish attempts to ensure their stability in Tripoli have failed. Moreover, the Spaniards did not accept the invitation to reside in Tripoli, That is why the Viceroy in Sicily wrote his letter to King Charles V telling him that the idea of settling in Tripoli in the West with Christians is an idea that does not benefit the Spanish Empire, And that the Trabelsians, the Algerians, and the Ottomans are attacking our for And this requires providing them with other forces to be able to pursue the disobedient Muslims who, according to his claim, are seeking help from the Barbarossians. , Which the Ottoman Empire pushes them to rebel in North Africa, and that the arrival of the Ottoman navy was not intended to defend the Muslims against Spanish attacks. Rather, the sailors came to North Africa to conduct maritime business, and the Arab sailors had left the naval command to the Ottomans (201A.S.Hume, 1940) .

This prompts us to say that we must point out despite the importance of the book, an important historical ambiguity was committed, when it attributed the maritime actions carried out by the Arabs to the Ottomans, so the people of North Africa did not accept the Ottomans to learn from them courage, but because they were the Ottomans to protect the Islamic world in that period of time, It cannot ignore the religious link, which connected the Arabs and the Ottomans, and does it make sense if the sailors had left the Arab naval command to the Ottomans does mean tournaments to them and ignore the naval heroes in the state of Tripoli and Algeria, Despite the ongoing fighting, the maritime jihad movement proved its presence in North Africa and were able to stop the Spanish advance and achieve great victories under the auspices of the Ottoman Empire.

And within the framework of the period of study in the state of western Tripoli until 1930 AD, Witt Porter speaks in his book History of the Knights of Malta. The Order of the Knights of Saint John had evolved, and it was in the beginning a religious organization whose mission was to help the sick and the elderly and take care of one of the shelters, and it was based in southern Syria.

I then moved to Jerusalem and began the practice of charity, and attention to pilgrims arriving Christians to Jerusalem, and after the Crusades, turned into a Vrsanah religious organization under the protection of Saint (John Patisia) and called on its members Alaouhanyen name, and then turned the organization's mission and adopted The jihadist military character against the Muslims, and they greatly exaggerated their hostility to the Muslims and intensified their beating. On October 4, 1524 AD, the Supreme Guide sent a letter of sympathy to King Charles V asking him to grant them the island of Malta, King welcomed the request after the guide stipulated that he should take his organization to defend the castle of Tripoli and fighting his enemies, Closer to the Pope, King Charles V granted them the island of Malta a spiritual center and Tripoli in the West as a military headquarters, In order to get rid of the burden of his occupation of western Tripoli after he was determined to fight the Ottomans who seek to concentrate in Algeria, Emperor Charles V decided to cede Tripoli in the West to the Knights of Saint John, so he signed on March 24, 1530 AD the abdication decree in Castiel Franco Bolonnie (Porter) (1858: 37)

As for Jonathan Relix Smit, in his book The Knights of Steel Juba, he states that the knights responded on 6/10/1530 AD to the Emperor's generosity that the distance between Malta and Tripoli to the West is far and this needs exorbitant expenses that the organization cannot afford, but the Pope directed his papal order to accept the wish of Emperor Charles V pledged to provide them with financial aid until they were able to settle their affairs on the island of Malta and western Tripoli, and Relix adds that the great guide responded to the emperor in a beautiful response and pledged to him to protect the Tripoli castle and help him in fighting the Ottomans (Rilex, 1967: 103)

As for Shaweesh Suleiman Seifi, he mentions, in his book The Invasions of Khair al-Din Barbaros *** that the emperor pledged to provide ships to the knights when they fought the Ottomans in Algeria, and the knights first settled in the island of Malta, After several months, they sent two ships to Tripoli carrying ammunition and supplies with the soldiers of the Knights of the Saint, under the command of Jasbari de Sangusa, as the first ruler sent by the organization to western Tripoli (Solomon, 1999: 200-200)

The Ottoman sources, especially the Oggy Kurd book, were unanimously agreed that the Spaniards realized that they could not impose their control on the northern African regions, Because the

Ottomans stationed themselves in Algeria, carrying the banner of defending the Islamic lands, and that the brothers Barbaros possessed African waters after they were able to expel the Spaniards from the fortress of Benoun, And they transferred its stones to create a port for their ships to hide in (Cord 1982: 168)

As for Ekmeleddin Ehsan or Glow, he mentions in his history that the presence of the Ottomans in Algeria certainly worried Emperor Charles V, and that the Tripoli resistance had exhausted the Spanish garrison in Tripoli (Oglu, 1993: 66).

Because of the repeated raids on the Spanish garrison, poor living conditions, and the preoccupation of Emperor Charles V with his wars with François I of France, in addition to his fighting the Lutherans in Germany, In addition to getting rid of the huge financial burdens that are spent on the garrison in Tripoli, and as soon as the guide's request came, he quickly granted them Tripoli as a military center, In order to get rid of the burden of its expenditures, and to transfer his forces to fight the Ottomans stationed in Algeria, the emperor stipulated that the knights should support him in fighting the Ottomans and protecting Tripoli and its fortress, and the knights accepted the emperor's conditions because their circumstances did not help them to refuse or evade it (Khudair, 111: 2007-112). They added the towers to the Tripoli Citadel, the fortification and construction in general (Al-Keib, 1978-74: 73). The priest Gaspari de Singosa was appointed as the first governor by the Knights of Saint John over Tripoli in the West in 1530 CE (Porter, 1858: 8).

Epilogue

1- Spain encouraged the endeavor to transfer its war against the Muslims in Tripoli. That trend was a basic feature of Spanish politics in the sixteenth century, and the Spanish leadership had its reasons for choosing Libyan ports, and so the Spanish Empire was struggling from the perspective of the war between Catholic Christianity and Muslims.

2- These accumulations of errors imposed by the Spaniards in North Africa, Tripoli's loss of most of its resources, and the cessation of commercial life, banditry increased, and tomorrow its hollows and professionals intercepted passers-by, and attacked the outskirts of cities, and in addition to banditry, a class more dangerous than banditry was born. It is the road sector category, as this category contributed to stopping business between Libyan cities, not to mention the taxes imposed by the Spanish Empire on convoys heading and coming to Tripoli.

3- The reality of the matter is that the people are tired of their lives under the dilapidated Spanish garrison, and the livelihood has become a dream in the minds of the majority of the residents of western Tripoli, because the roads that were previously driven by commercial caravans were filled with sand, and tomorrow it is difficult to define their features even for the people, and the tribes are lost in the maze of change, And the foreigners are trying to deepen the stalemate and embody chaos and turmoil, as this political crisis has resulted in stifling economic hardships, and with our knowledge that researchers know this well, as for the honorable reader, we explain that.

4. The conflicts that were taking place between Spanish soldiers contributed to tearing the psyche of the soldiers themselves, and their conquests were an expression of the jihadist phase imposed by the

kings of Spain with their blind fanaticism and their black hatred. Father De Haedo describes this piracy in North Africa, Especially Altrabulsien and Algerians do not know that they are brave, never fear and anxiety because he was a prisoner in Algeria, and adds if the history of piracy has witnessed cruel behavior of European sailors was largely attributable.

5. Tripoli was the target of the Spanish campaign, Spain imposed the most arbitrary measures on Tripoli in an attempt to alienate them and tighten the noose on them, As a result, the people resorted to revolts in most cities, but the Spanish garrison put down those revolts without mercy, And

The fall of Tripoli had great results that were a success for the Spanish policy, which was represented in the expansion of the military operations of the Spaniards, which launched the killing, capturing and sanctioning of Navarro's presence and his blessing,

6- The danger of imposing taxes on the people exclusively, what gave them a bitter disappointment because they were expecting less unfair policies, The priest and historian Martin Ashwam described it through a wave of mass exodus, on foot and on donkey carts and other animals, to the areas adjacent to Tripoli, And it was the mass displacement of the people and the displacement of large numbers of them to the Western Mountain, Tajura, Misurata, Tarhuna and Bani Al-Walid, when many social and economic problems occurred in these areas.

7- The great negligence in fortifying the city and preparing its defenses had a major role in the speed of its occupation by the Spaniards, due to the lack of interest of its people and Sheikh Abdullah bin Sharaf, which negatively affected its power.

8- The revolutions that confronted the Spanish Empire in North Africa emerged in the majority of them, and they inherited that generation after generation, and after that they asked for the help of the Ottoman Sultan to save their country from the rule of the Spaniards, With Sultani's direction, Janissary support, and support from the notables and scholars of Tripoli, the local reactions contributed to awakening religious and national awareness by seeking help from the Ottoman state, A delegation from Tajoura traveled by sea to Astana, asking for the help of the Ottoman Sultan from the oppression of the Spaniards, despite the cruelty that Navarro took in their revolution, which was not without disobedience and rebels between one thousand and the next.

9- The people of western Tripoli confronted the Spanish campaign and defended it along with the people of the Libyan cities around which a resistance movement was formed to confront the aggression, Tripoli remained a thorn in their throat, and they were unable to cross its walls, and the Spaniards remained inside it in a siege for twenty years until the collapse of the occupation, And the campaign failed to achieve its goals due to the strong resistance it faced from the people of Tripoli in the West, and perhaps the siege around the city walls had a great impact on destroying the Spaniards' morale and making them think of fleeing far away from the city and handing it over to the Knights of Saint John in 1530 AD

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**The state of concern for the recipients of Corona virus
news through the various communication platforms
(Between truth and misinformation)**

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Abstract

Social media contributed in its various forms, to alleviate the crisis of direct communication between individuals which is considered an effective reality among the new world landmarks today, which has become a clear feature that no one denies in the contemporary world. The situation we are living in now that has resulted from the crisis of the Corona epidemic around the world. This was a strong news of the means of social communication, As far as it seemed from the point of view of many that it credibly failed in its handling of the situation and its misuse in times of crisis. The social media audience bears a large part of the responsibility for the negative aspects being talked about, her use of those means during the crisis who published fabricated news, To spread rumors, to seek to spread fear and panic among people, the crisis has put them in a state of anxiety and anticipation, Urges them to cling to any information that may be fundamentally incorrect and since the crisis began with the spread of the virus in China late last year, And then move to other countries, It seemed clear to many social networking platforms, there is a semblance of a state of panic and mass fear, Promoted by a large sector of the pioneers of those platforms. In light of the increasing interest in physical health during the time of the emerging Corona virus, excessive anxiety will affect the individual's psychological immunity in the future. And the means of social communication is full of frightening statistics or practical tips or black comedy platforms, this continuous torrent of news about this epidemic may lead to increased anxiety and fear and thus affect our immune health. But a constant feeling of threat may have other, more dire effects on our psychological state.

Key Words: State of anxiety-- Corona Virus -- Social media platforms

Research problem and importance:

Since the spread of Corona virus appeared late last year, and then its transmission to other countries, it became clear on many social media platforms that there is a kind of collective panic, promoted by a large segment of the pioneers of these platforms. The reality has resulted in the crisis of the Corona epidemic spreading around the world, that was the strong publication of testing social media, between the validity of use and the tainted credibility of the publication until one of the transmission of news that was almost around the clock, which generated a state of confusion accompanied by the inaccuracy of the publication or verification. Of authenticity. In addition to the intention of some to limit their posts on social media platforms, to highlighting the dark and dark side, and the details of the deaths, in a way that deepens the state of anxiety already occurring, there are others who sought to take advantage of the crisis by promoting fake drugs, which they claimed to address the Corona epidemic. All this required a stand to discuss this phenomenon and how the misinformation by social media platforms affects individuals through the transmission of negative news, how to spread the state of fear among individuals, and how this affects their body health. Mental health is an integral part of health in general, and mental and physical health is affected by each other in a dynamic relationship. If mental health improves, physical health improves and the immune status of individuals increases and vice versa.

Research aims:

The current research aims to identify the state of anxiety raised by true and false news through social media platforms by answering the following questions:

- 1- What is the level of anxiety of (individual) news recipients from communication platforms, according to gender (male-female)?
2. - What is the level of anxiety of (individuals) news recipients from communication platforms, according to the age variable?
3. What is the level of anxiety for (individual) news recipients from communication platforms according to the time variable (in terms of employment or unemployment)?

Search limits

The limits of the research were represented by a randomly selected sample from different countries of the world, male and female, and with different age groups, including those who are working and the unemployed.

Search terms:

1. Social networks:

Definition: They are websites that allow people who are interested in them to meet together by sharing information, pictures and videos, and also allow them to use Internet-based methods of communication in order to make contact with each other. (Fadlallah, 2012: 07)

The researchers' definition of social networks:

Social networks: are virtual electronic communication sites that facilitate communication in social life between acquaintances and friends, and these sites enable communication, The visual and audio, the exchange of images and others, and enable them also of the capabilities that strengthen the social relationship between individuals.

2. Media:

It is a group of communication channels used to spread news, promotional advertisements, or statements, and it is the main social method for communicating with the masses. . Another definition of the media is that it is information that is published by means of the media, such as the press, radio and television, and the media is by a group of means that affect a large range of individuals, such as the Internet and magazines (Khadour: 2017).

3. Anxiety

The linguistic meaning of the word anxiety means anxiety, that is, its instability in a specific place. As for its psychological definition, as stated in the Dictionary of Psychology and Psychiatry 1990, it is a feeling of dread and fear of a potential evil.

Anxiety has a number of definitions, the most important of which are:

Sigmund Freud's definition of anxiety as a state of mysterious and intense fear that possesses a person, causing distress, distress and pain.

A anxious person expects from one moment to the next the occurrence of evil, for he is a pessimist, tense and confused, low in self-confidence and lacks the ability to concentrate. (Freud 1962: 3)

b. And Davidha Ruffenk (1977) defines it as a state of imbalance formed by an internal struggle between emotional responses. (Gharaba 2003: 112)

c. And you know Al-Anani, Hanan is a warning about a disaster that will occur and the feeling of being lost, lack of focus and inability to reach a solution or fruitful solutions. (Al-Anani 2000: 112)

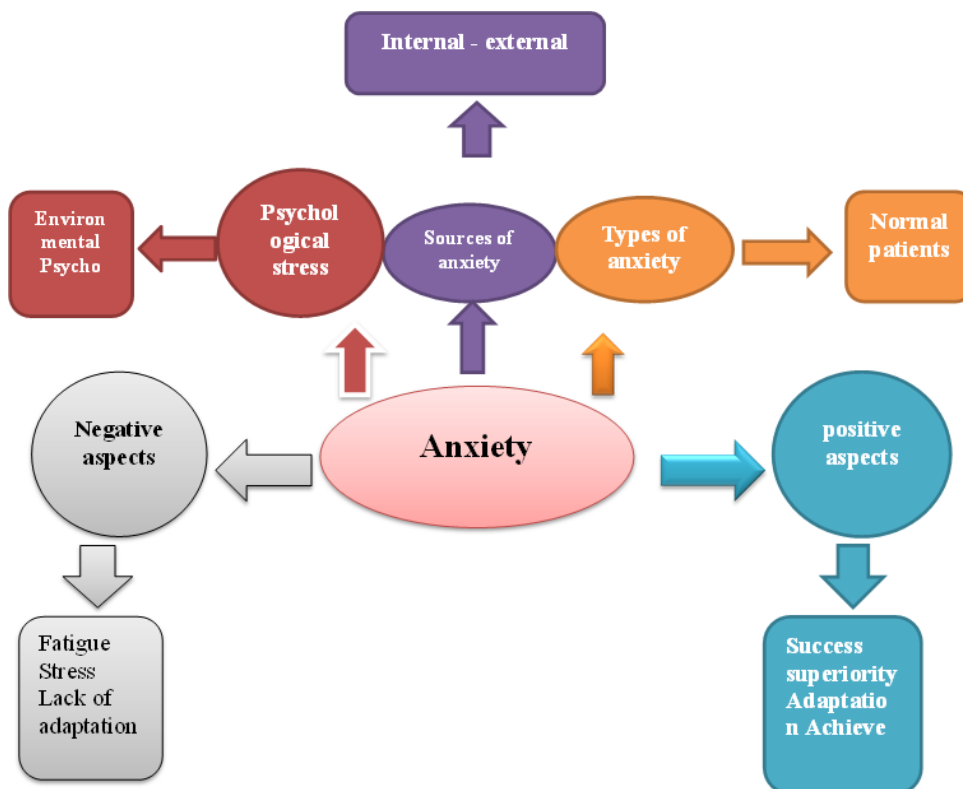
The researchers know it theoretically:

It is a state of mental disorder due to a feeling of danger that may occur.

The theoretical side

Anxiety is a state of response to a threat that may occur, and arises from subconscious conflicts, feelings of instability, insecurity, and instinctive tendencies, all help the body to generate a kind of preparation and readiness to face the threat that will occur, this preparation makes muscles tense, breathing, and heartbeat accelerated (Faraj 1990) : 219) And anxiety is considered one of the problems affecting our lives, so anxiety is not a simple term in itself, but rather it has a set of positive and negative effects that can be observed through the diagram below in which the sources of anxiety, its types, the positive and negative aspects are shown. .

Figure -1 - Anxiety cognitive map (the researchers)



All kinds of anxiety have an immediate and future effect. In our time, anxiety arises continuously due to demands and needs Multiple, threatening and fatal disease risks.(165: 1996. Zaleski)

Anxiety is no longer a source for achieving goals and achieving dreams and hopes, but for some it has become a source of instability and fear due to the worries and unknown goals it carries, as it suggests to individuals a state of realization that life will end at an unknown, unspecified point. Thinking about what will happen to the individual is considered one of the main factors that create anxiety among individuals (Al-Anani 2000: 120).

One of the studies showed, including:

A study by Youssef Al-Aqsari was based on a sample of 100 people of different tendencies, styles, and intellectual and material levels, about the extent of their suffering from anxiety, fear and fear of not, it was found that 95% of that sample suffer from anxiety and fear of the future (Al-Aqsari 2002: 24).

The concept of anxiety.

It is a state of emotional emotion consisting of the element of fear and anticipating the occurrence of a potential danger or the occurrence of the danger situation at any moment, for this state creates an internal or external threat to the personality, or it is a psychological state that occurs when the individual feels that there is a danger threatening him, so that the individual appears in a state of emotional tension with physiological disorders. (The Emirate 2005) or it is a state of apprehension, panic and fear of undesirable negative changes in a person's life that make him in a state of psychological tension, tension and turmoil, as anxiety is the basis of all mental illnesses, personality dysfunctions and behavioral disorders. (Hussein 2007: 13).

It can be a state of fear, tension and imbalance as a result of the expectation of an unknown (negative or positive) event occurring, unknown and unaware, and this is what the American Psychiatric Association has known, and it may be an emotion of an unpleasant event or a feeling of threat, discomfort and stability, or a feeling of constant tension and fear that It may be unwarranted by truth and reality. (Abd al-Khaliq 1987: 27)

Objective anxiety.

This type of anxiety originates from an external stimulus related to the ego, as it is a reaction to a known external danger, which is formed when the individual perceives a danger in his environment with the aim of preparing to confront this danger, either by overcoming it or to limit its effect. (Al-Anani 2000: 116) This type of anxiety is It is closest to fear because its source is clear and known to the individual, and this is what happens when a case of disease is at risk Danger (Corona virus), and that anxiety and fear are reactions to a certain known situation, so fear represents a response to a known external danger, and anxiety represents a response to a known internal risk.

2. Congenital anxiety.

This type of anxiety is related to a specific topic, as its source is internal (the Supreme Ego), as it appears in the form of ego feelings of guilt or shame, and these cases of which are related to conscience, values, traditions or beliefs, that is, it is formed by the verdict of the Supreme Ego when the individual is in a state of remorse. When he commits an act that is contrary to religious and social values and norms, an internal psychological conflict of the individual arises out of that. (Emirate 2005). As for Adler, he sees it arising in the individual as a result of his dynamic interaction with his community, and thus this anxiety can be overcome by the correct way of belonging to the community (Mukiali 1996: 82)

3. Neurotic anxiety.

It is an unknown, mysterious fear whose cause the individual cannot determine, and is considered a response to an internal instinctive danger. The source of this type of anxiety lies within the person himself on the id side, the individual may fear that he will be dominated by an instinctive tendency

that cannot be controlled or controlled, and here the anxiety occurs subconsciously far from the person's perception. (Al-Anani 2000: 116).

Anxiety and fear

There is a correlation between anxiety and fear, so anxiety is a psychological state and a response to a known internal risk, and fear is also a psychological state and response to a known external danger that exists in the individual when a threat threatens him, and it often threatens him organically (Hussein 2007: 22) Just as anxiety has the same components of fear, it has four implications. Cognitive, physical, emotional and behavioral content. (Haqqi 1995: 51). Among the similarities between anxiety and fear are:

1. Each of them is an emotional state.
2. Each of them is provoked by the presence of danger threatening the individual.
3. He emits a signal from them that motivates the person to act for the sake of defense and to preserve his survival.
4. Each of them has symptoms of a number of physiological variables, such as disturbances - breathing, blood circulation, and intestinal juices secretions.

Anxiety and fear are inherent in the normal self, and they are among the basic emotions of a person and are related from the psychological point of view, so anxiety is accompanied by constant fear that is not objectively justified. (Abd al-Khaliq 1987: 27)

Exaggerated fear generates two different types of anxiety:

a. Unexpected automatic anxiety: A person develops a sudden, unexpected anxiety that takes over feelings and the mind before realizing how to deal with that anxiety, and after a while it decreases, but leaves its owner feeling tense and exhausted. .

B. Expected anxiety: It is a type of anxiety that occurs due to events that are expected to happen, so the closer the period of the event occurs, the more fear, anxiety and instability the individual will feel, and an increase in heart rate, sweating of hands, and a sense of turmoil, as fear and anxiety may be caused by various and tragic accidents, such as an earthquake. Or war or disease, or it may be the result of a painful personal situation, for example the loss of a loved one, the death of a close person, having a serious illness, and anxiety may take a general characteristic of fear from what the future holds in terms of surprises. Zaleski.1994: 97)

3. Anxiety, its causes and symptoms first. Causes of anxiety: There are many reasons for concern, but among the most important are

1. Genetic factors and environmental factors.
2. Psychological readiness.
3. The pressures and requirements of daily life that lead to negative consequences for the individual, which are reflected in family and social relationships
4. Problems of the present, which may trigger past problems for childhood, adolescence and old age.
5. Exposure to accidents and crises (economic, emotional, educational, health)
6. Lack of self-realization. (Al-Dahri 2005: 331)

Second: Anxiety symptoms:

Anxiety symptoms are classified into three categories:

a. Physiological symptoms

1. An increase and speed in the heart rate and an increase in blood pressure
2. Dizziness and fainting
3. Dryness in the throat, difficulty swallowing and indigestion
4. Paresthesia in the hands, arms, or feet
5. Upset stomach with nausea
6. Pain Chest
7. Cases of sweating
8. Lack of self-control
9. Abnormal secretions (such as adrenaline)
10. Lack of or decrease in the immunity of the individual
11. Bad dreams. (Al-Dahri 2005: 332), (Al-Anani 2000: 114)

b. Psychological symptoms

1. A panic attack that occurs automatically
2. Cases of depression and a feeling of helplessness when making critical decisions
3. The individual's feeling of fear that does not know its source
4. Tendency to expect evil
5. Tends to interpret some things negatively and pessimistically
6. Unnatural emotions .
7. The inability to perceive and excel
8. Forgetting some things
9. Mixing up in thinking
10. An increase in aggressive tendencies.

Self-criticism and placing heavy demands on what should be done. (Ibrahim 1994: 24), (Othman 2001: 30), (Al-Dahri 2005: 332).

Causes of anxiety from the point of view of some psychology theories.

According to the theories of psychology, there are many views on the causes of anxiety, including:

a . Analytical theory.

Freud explained that anxiety is a state of fear that affects the individual, causing him grief and distress, expecting evil for him at any moment. An anxious person always seems nervous, pessimistic, low in self-confidence, hesitant, lacks the ability to concentrate, and anxiety is the result of suppressing the conflict between ego and id, and thus Freud went to the opposite of the

belief that anxiety is the source of suppression and not a consequence of it, and he explained that by considering that anxiety occurs as a result of For the change that occurs due to sexual impulses when there is no outlet for them. (Al-Dahri 2005: 330). . And anxiety, from his point of view, also arises from suppressing sexual desire and preventing it from gratification, when sexual desire is thwarted, sexual energy transforms in a special physiological manner into anxiety.

B- Behavioral theory. You see anxiety or fear as a behavior learned from the environment in which the individual lives under positive or negative support, and the sources of anxiety from the behavioral school point of view are:

1. General anxiety responses: This type of anxiety is called general anxiety, and these responses can be elicited through General and non-specific concepts related to the environment of the individual
2. Anxiety related to (intractable) diseases: It is the anxiety resulting from the idea of having a type of incurable disease that is difficult to cure and which may lead to the life of the individual (as is the case with infection with Corona virus).
3. Neurotic anxiety responses: This type of response is affected by multiple situations such as natural disasters, rejection of the person, fear of authorities, closed and crowded places. . These situations are sufficient stimuli to arouse him by thinking about them.

C. Cognitive theory. This theory considers that emotional disturbances are nothing but the product of events that the individual may have been exposed to, and these events may have affected some of the vulnerable points, which led to their excitement to produce those fears associated with them, and these events that the individual was exposed to varies from one person to another. Certain emotions and reactions of one individual may differ from that of another individual, and may arouse different emotions and emotions for the same individual according to different situations. (Al-Dahri 2005: 329)

D. Biological theory. This theory focused on the biological and genetic causes that lead to anxiety states, as the biological causes were identified by determining the innate tendency of individuals to states of panic and fear, by designing tests for biological resistance by identifying a biological factor, such as the effect of table salt on individuals who suffer from panic states and others They do not suffer from this. Individuals who are biologically sensitive to sodium salts experience feelings of dread and panic. As for the genetic causes, this depends on studying the genetic condition and determining the percentage of individuals who have the same disease in the same family. . This theory explains obsessive-compulsive disorders through EEGs and biochemical disturbances (Al-Dahri 2005: 330).

The physiological explanation for anxiety.

Anxiety is one of the most important functions of the brain, as it works to regulate and prepare all human energies (physical and mental) to face the situation that raises the state of anxiety, by raising the degree of mental and nervous alertness and stimulating the secretions of the glands of their hormones. (Previous source: 325) So anxiety arises from The increase in the activity of the autonomic nervous system (sympathetic and parasympathetic), which in turn leads to an increase in the level of adrenaline and noradrenaline in the blood, and is accompanied by an increase in blood sugar movement with the appearance of some symptoms such as paleness, increased sweating, dryness in the throat, frequent urination, intestinal disturbance. The one responsible for regulating the autonomic nervous system is the hypothalamus, which is the center for expressing nerve emotions, and it is also in contact with the brain.

The visceral, which is the sense center of the emotion, as well as the connection to the cerebral cortex, which receives instructions from it to adapt to external stimuli, from this we understand the existence of a continuous nervous circuit between the three (cortex, hypothalamus and visceral brain) and through this nerve circuit we pass and feel our emotions, and this circuit It works in a torrent of electrical and chemical charges and the conductors between these three parts (serotonin, adrenaline and dopamine) in addition to the acetylcholine found in the cerebral cortex, and that one of the main causes of most mental and mental illnesses is the imbalance in the balance of these neurotransmitters. (Okasha 1998: 111)

The fear:

Fear is a natural reaction that occurs as a result of the individual being exposed to things that cause a feeling of anxiety and panic around him, which in turn affects the internal body hormones, highlighted by the hormone adrenaline, which helps the body resist the feeling of fear and maintain its balance as much as possible, and fear sometimes may lead to Death as a result of a severe drop in blood pressure, and it may lead to malfunctions in some parts of the body and its systems, and we can notice there is a connection between anxiety and fear, anxiety is a psychological state and a response to a known internal risk, and fear is also a psychological state and a response to a known external danger that exists in the individual when he is threatened by danger M. (Hussein 2007: 22)

The psychology of viral fear.

To develop this feeling there are two neurological pathways that must work simultaneously. The first one is responsible for the main emotions, responds quickly and is accompanied by a large number of errors, and this helps us in quickly responding to situations of danger and often gives a false alarm, and the second reacts more slowly, but more accurately, that is, the evaluation of the situation is more accurate and thus the response is more accurate in facing the danger This is, in general, except that the state we are in and the panic that accompanies it that afflicts human society in light of this deadly epidemic (Corona pandemic) has been born and generates a state of fear among individuals and groups due to its deadly effect on the one hand and on the other hand the way that the various media outlets report about Its danger and speed of spread, especially in our Arab societies, which have daily social habits and traditions (shaking hands, kissing, and hugging).

Many of us have to it, because the state of sudden prevention of these social practices that have a great role in transmitting infection and the spread of this virus, this in turn generates a state of fear, not only this, but the fear of infection made the determination of the movement and work of the individual so that he suffers from a threat in his livelihood and loss (Death) loved ones and friends. All these circumstances left him in a state of frustration and anxiety about the unknown future of him and his family, and thus the individual became in dire need of supportive mental health.

<https://www.ahewar.org/debat/show.art.asp?aid=701681>

From this we find that there is a relationship between anxiety and fear. Anxiety is a psychological state resulting from a response to a known internal risk, while fear is also a psychological state, but in response to an external threat when it threatens it (Hussein, 2007: 22), as anxiety and fear have the same components. The four are the cognitive, physical, emotional, and behavioral component. (Haqqi, 1995: 51)

The similarities between anxiety and fear are:

1. Each is an emotional state.

2. Each of them is provoked by the presence of danger threatening the individual.
3. He emits a signal from them motivating the person to act for the sake of defense and to preserve his survival.
4. Each of them has symptoms of a number of physiological variables such as disturbances - respiration, blood circulation, and intestinal juices secretions. (Al-Faouri 2008)

There are also some different psychological characteristics between anxiety and fear

Table No. -1 shows the difference between anxiety and fear

the fear	Anxiety	Adjective
a favour	unknown	Subject
external	internal	threat
Limited	ambiguous	Definition
absent	Existing	Conflict
Sharp	chronic	Exists

(Abd al-Khaliq 1987: 27)

Social media:

The media has become the language of the times, to the extent that scholars and experts see the media authority among the four authorities as the first authority in that regard over the executive, legislative and judicial authority after it was the fourth authority. Social media through electronic sites to objectively express the mentality of the masses, their attitudes and tendencies, and it has become the most powerful weapon for modification, expression, policy-making, disseminating ideas and promoting commercial goods. An important role in influencing the psyche and personal perceptions, we and even our children on this day do many behaviors and utter many words presented by the various media outlets, and our tastes, personal choices and decisions have become greatly influenced by what these media platforms dictate to us, until they have become An important and effective part of life and influencing the thoughts of individuals.

Thus, social networks have become interactive social platforms that allow communication for their users at anytime and anywhere in the world, and they appeared on the Internet a few years ago, it changed the concept of communication and rapprochement between peoples, and acquired its social name as it strengthens relations between human beings, and has recently exceeded The latter has its social function to become an expressive, protest and economic means, and the most prominent social networks are (Facebook, Twitter, WhatsApp and other websites) and social sites can be defined: They are gatherings of people within specific groups, which one can compare to village or rural groupings that share basic characteristics. (Social networks on the Internet) are concerned with people who share distinct characteristics, such as workplaces, schools, universities, colleges, or any group. They have a united interest, and these people are abundant on the Internet, and the network is filled with millions of them, who are looking to meet new people in order to join hands and cooperate in publicizing their stories, interests and affiliations, from sports to politics (Abed, 2012: 26) Social media provided many opportunities to share information among all network subscribers with the possibilities of direct and free interaction on social sites at the end of each article or news, all of this is

what social media has made by participating in the protests that have pervaded many countries and the revolutions that swept the Middle East region.

The term social media refers to the use of internet technology and mobile (phone) technologies.

Transforming communications into an interactive dialogue Andreas Kaplan and Michael Hanlin define social media as: "A set of Internet applications that build on the ideological and technological foundations of the website, and that allow the creation and exchange of user-generated content (Wikipedia).

The importance and role of the media in society:

The media, including newspapers and magazines, informative bulletins, television and radio, including readable, visual and audio, plays an important role in all countries and global societies, in terms of mobilizing global public opinion with news and information through which societies mobilize information and ideas, which are followed by decision-making, and then Implementation, which works to enrich the consciousness and minds of the recipient audience, which increases the extent of its culture, qualification and awareness, and thus its interaction with the community around it, and due to its importance, it has been taken care of by everyone, both adults and children, and the world's intellectuals of scholars and thinkers are keen to broadcast or publish everything Humanity can benefit from it from research, experiments, inventions and discoveries, and views and ideas can be exchanged for what enriches the minds of the recipient, which pushes public opinion forward, and thus the volume of knowledge among viewers increases, which supports the collective volume of knowledge and culture, and thus the media can control the minds of the masses from During the exhibit and the publication in its pages of influencing the mentality of the people of these countries through these media, and this was done by experts in various sciences, especially "psychology", where many scholars have specialized in this science on How to influence the minds of others by various means and ideas, which made these means invade the minds of young people before adults, and the interest in the media has increased remarkably in recent times due to the political, social and economic events that the world is going through in general that requires stopping at it and following the political course step by step to find out The happenings and events that we are going through. The media comes through its means The multiple and different ways to convey the most important events on the Arab and international arena, where the quality and importance of the media and its effectiveness depend on its connection with the current events and circumstances at a certain time, as the media includes a number of means of communication that have a direct impact on the future, including readable means where communication is made through the written word and there are means of communication. Audible, where the communication is through the audible word, and there are visual means where the communication is through the pictorial word, and there is also what is known as the very silent communication. But the important means that the media focus on as an important medium are radio, television, daily newspapers, as well as magazines and other means.

Types of social media platforms:

We live today in the time of social networking sites, as we do not find a mobile phone without applications that allow communication via the Internet, so we went too far and we spend most of our time in front of our phone screens, and some of us have reached a point where it has become an important part of the basic needs of the person or of the misfortunes of life. This has created several risks to our lifestyle, such as the lack of social life and verbal communication with those around us. Despite the criticism against social media, it has many benefits and a major contribution to globalization.

(Issa, Suhaib and Waelhah, Suriya, 2012: 9).

Posted by "abcnewspoint." Most used sites according to

1-Facebook is the most famous site ever. Posting photos and reviews is allowed, and messaging friends

2- Twitter is the second most popular social media site in the world, and it allows its users to write and read tweets

The site is used by celebrities and the politicians who use it to keep their followers informed of their latest news

3- "LinkedIn": LinkedIn is the third most popular site in the world, directed to professionals, as it is dedicated to creating job opportunities. It is used by more than 259 million people in 200 countries and it is available in twenty languages.

4- "Google Plus" site: allows its users to create their own page that contains their photo, and personal information, such as a CV, and it allows users to exchange pictures with friends as well.

5- "Instagram": It is used to exchange pictures and videos via the phone. Users can link their "Instagram" account to their accounts on other sites such as "Facebook" and "Twitter", so that the picture is published in various sites at the same time.

6- location '. In k (VK)

Russian site also used in Europe. Although it is available in several languages, Russian is the most common language in it. The site currently includes more than 280 million people, and it is used mainly for the purpose of messaging, exchanging messages, pictures, videos, texts, maps, files ... It also enables users to publish news and articles from magazines and express their admiration for them.

7- "Vine: allows its users to edit, record, and download movies of a duration of 5 to 6 seconds. Users can follow some of them and re-publish what others have published. Also, they can publish

And Facebook at the same time. [.www.annahar.com/article](http://www.annahar.com/article) The video is on Twitter

. Social media platforms (platforms for self-expression):

The urgent need for individuals to know the news, keep abreast of events and know what is going on around them, whether from the political, economic, social or other aspects of different life, and as a result of the acceleration of life and the development of media and communication, people are looking for new media to convey the news or its knowledge. The social is the new medium in which people see their media and news outlets, and these new media keep their glow and presence, because it is a platform for self-expression and not to hear others, but these sites have problems as well as their positive features. Everyone can freely say what he wants without hearing what others say, and also remains its glow in societies where there is no platform for self-expression or community participation, because the social movement is almost dead in our Arab countries, due to the political, social, religious and even cultural poverty of individuals for this Communities. .

Creating media platforms on communication sites is important and necessary, now these sites cannot be ignored, because it is one of the most accessible sites for the public, and an important and available means to find out the news or see the global reality, but the problem is those who run these sites, and verify Believe the post in them, and this turns these platforms into an additional reason for more

From spreading lies and falsification of facts, and this may confuse the recipient and sometimes lead to creating a reality of distrust of the publication, that the problem is not in the sites themselves, but rather in the mentality that governs relationships or who uses these platforms for self-promotion or exploiting the situation to create a situation From self-narcissism based on the illusion of news. (Al-Alamamah, 2003: 86)

Social media platforms convey a truth or illusion of propaganda:

Social media platforms were able to provide information and news to everyone, far from the control of governments and their media platforms, so the popular media pages and platforms were a mass weapon that confronted the media machine of countries that controlled the media tightly, so the alternative was what social media platforms made available. Their positive role does not obscure the fact that they have become - Arab and International - a major source for news. Without referring to the accuracy of the information or the publication because it is mostly platforms for individuals, groups, or even individuals without verification and examination of the publication, until some parties took the initiative to establish pages on social media sites aimed at verifying news and correcting them if necessary, but the problem is that The efforts of these pages are not unified and there is no central media watchdog to verify the publication until some of these sites have become commercial in character with propaganda purposes, or that try to practice "bending facts" at times to reach an accuracy that allows forming a public opinion on the basis of verified but false facts. .

These efforts come in light of the widespread phenomenon of the spread of false news through the means of communication, which has become a source from which citizens get their daily news, for example these days about the Corona virus, and that is only sufficient for one of them to publish news through one of the communication platforms, carrying false information about the virus or one of them. Other issues that concern people, or about a controversial personality, so that the rumor begins to spread like wildfire, and many people accept it to be discussed, without searching for its source most of the time. False news acquires with time a force that coheres even in front of the denial campaigns that are launched against it later. Because lying always carries more excitement than it does Truth. . <https://institute.aljazeera.net>

Methodology and procedures

1. Research methodology.

In order to achieve the objectives of the current research, the researchers followed the descriptive approach, which is the appropriate and optimal approach to obtain from it detailed data and adequate explanations, using methods of measurement, classification and interpretation for the purpose of extracting indicative conclusions and reaching them into generalizations, and this approach was chosen because it is one of the approaches that try to uncover the situation. What is to be studied by answering the problems that accompany this situation, as this type of method is concerned with cause and effect, as they are closely related to the occurrence.

This is by preparing a questionnaire form for individuals about their exposure to social media platforms and what constitutes them the news presented in these texts from a state of anxiety by transmitting news about the reality of the Corona virus, to obtain data through which it can achieve the objectives of the current research.

2. The research sample

The current research sample consisted of 50 persons randomly selected from both sexes and equally (25 males - 25 females) and from different countries of workers and the unemployed of different ages, as shown in the table below.

Table No. 2 shows the specifications of the research sample.

work nature		Age	the number	Sex
does not work	Works			
13	12	30 - 18 less than More than 30 years	25	Males
13	12	Less than 18-30 More than 30 years	25	Females

3. Search tool

In order to achieve the objectives of the current research, it required the researchers to prepare a scale commensurate with the nature of the research, and on this basis the researchers prepared the required scale according to the following:

Anxiety Status Scale

To achieve the objectives of the research, the two researchers built a special scale commensurate with the reality of the situation that humanity is exposed to from a very dangerous virus (Corona virus) that threatens their lives, taking advantage of the psychological state scale that was prepared by Dr. Kazem Al-Adly and Dr. Abbas Al-Amami and the Kuwait University Anxiety Scale, In addition to building some other paragraphs in line with the nature of the current research, so that the scale in its final form becomes simple and makes it easier for the reader to easily understand its paragraphs in terms of clarity, scientific accuracy, short term and significance, and the paragraphs of the scale in their final form consists of 20 paragraphs.

The answer to each paragraph was with three alternatives (it always applies to me, it applies to me sometimes, it does not apply to me) Table No. -3 shows the degree of the answer to each paragraph of the scale

Table No. 3 - shows the degree of the answer to each paragraph of the scale

Does not apply to	Sometimes apply to	Always apply to	Alternatives
1	2	3	Degree

Accordingly, the total score of the scale becomes 60, which represents the scale ceiling (the upper limit), while the 20 degree represents the scale floor (the minimum), and its average is 40 degrees.

Psychometric properties of the anxiety scale (according to the discriminatory strength of the scale paragraphs)

- 1) The total score was determined for each questionnaire.
- (2) The forms are arranged in descending order from the highest degree to the lowest.

(3) 27% of the questionnaires with scores were assigned to the state of anxiety and 27% of the questionnaires at the lowest levels of anxiety, that is, two groups were represented with the largest size and maximum variance. The number of forms in each group reached 13 forms, so the number of forms that were subjected to analysis was 26, and the limits of the upper grades ranged between (30-22) degrees, and the lower grades ranged between (18-10) degrees. . After applying the discriminatory power equation to find the T value, it was found that the value of $T = 9.6$ which is much greater than the corresponding tabular value at the level of significance (0.01) which is (2.28). This result indicates that the calculated value of t is statistically significant, and this confirms the existence of a Concern over the research sample.

The apparent validity of the anxiety state scale

The two researchers verified the apparent validity of the paragraphs of this scale by presenting it to a group of experts represented by a number of professors with specialization, experience and high competence in the field of psychological sciences and media, as mentioned in Table No. 4 - for the purpose of evaluating the paragraphs of the scale. Professor clarifying the validity of each paragraph of the scale and his notes on it in terms of accuracy in the scientific drafting of the paragraph, clarity, linguistic wording, the subject of the paragraph, shortening the paragraph so that it gives the full meaning, and in light of the professors's remarks, the corrections were made and taken into account and thus the scale has become composed of 20 paragraphs.

Table number - 4 - shows the names and addresses of the examined professors

Their work address	Names of professors	T
Head of the Media Department at the Middle East University	Prof.Dr. Kamel Khorshid	1
Psychological consultant at Jadara University	Prof.Dr Kamal Sobhi Saeed	2
Faculty of Education - Damascus University - Psychological counseling	Prof.Dr Riad Nayel Al-Asimi..	3
University of Thebes Saudi Arabia	Prof.Dr Omar Sheikh Hajo.	4
Sultan Qaboos university	Prof.Dr. Ali Mahdi Kazem	5

Build validity

The validity of the construction was measured by measuring the relationship of the single paragraph score to the total score using Pearson's coefficient, and it was found as follows:

Table 5 - shows the relationship of the grade of one paragraph to the total score

A function at the plane	r value	Paragraph number	A function at the plane	r value	Paragraph number
0.01	0.40	11	0.01	0.39	1
0.01	0.51	12	0.01	0.32	2
0.05	0.24	13	0.01	0.33	3
0.01	0.42	14	0.01	0.41	4

0.01	0.44	15	0.05	0.27	5
0.01	0.30	16	0.01	0.49	6
0.05	0.26	17	0.01	0,38	7
0.05	0.2.9	18	0.01	0.44	8
0.01	0.37	19	0.05	0.29	9
0.01	0.45	20	0.01	0.51	10

All correlation equations are statistically significant.

Stability of scale (state of anxiety)

The two researchers calculated the stability of the anxiety status scale using an internal consistency method, as follows:

This was done by applying the Cronbach Alpha equation to the research sample consisting of 50 questionnaires for 50 individuals (25 males, 25 females). Thus, the stability coefficient value of 70.2 appeared, which is a good value.

Search results and discussion:

To achieve the objectives of the research, it is through knowing the following:

1- The state of concern for (individual) news recipients from communication platforms according to gender (male-female)?

Table No. 6 - Shows the T value according to gender (male - female)

indication	t value	standard deviation	SMA	the number	The nature of the sample
0.01	2	7.44	14	25	Males
0.01	4	10.2	26	25	Female

It turns out that the calculated t value is = 4, which is greater than the corresponding tabular value at the level of 0.01 and 0.05, and this confirms that it is a sign of the state of anxiety in males and females, but in females more than males (the result naturally explains in favor of the group with a higher average, which is a group Females).

2. The state of concern for (individual) news recipients from communication platforms according to the age variable?

Table No. 7 - shows the T-value according to the age group of the sample members

indication	T value	standard deviation	the number	Age sample
	2.3	5.2	25	Less than 18-30
cursor	6	10.4	25	More than 30

It turns out that the calculated t value is = 6, which is greater than the corresponding tabular value at the level of 0.01 and 0.05, and this confirms that it indicates the presence of anxiety in the age group of more than 30 years for both sexes (males and females) more than in the age group confined to the lowest From 18 to 30 years old.

3. The state of concern for (individual) recipients of news via communication platforms according to the time variable (in terms of employment or unemployment)?

Table No. 8 - shows the T value according to the nature of work in terms of (unemployed, worker)

indication	T value	standard deviation	the number	The sample in terms of work
	3	6.4	25	staff
cursor	8	12.2	25	Jobless

The value of t is calculated for the unemployed and who have a great spare time= 8

It is greater than the corresponding tabular value at the levels 0.01 and 0.05, and this indicates the state of anxiety experienced by individuals who spend a longer period on browsing social media compared to others who spend the least period of them.

Recommendations and proposals

The researchers recommend the following:

- 1- Continuous health awareness by adhering to medical directives and advice for the case of this dangerous virus.
2. Clarify the dangerous aspects of the excessive use of social networking sites.
3. Beware of believing everything that is said and transmitted through social media platforms. 4- Determine a period of time for browsing social media, especially for children and adolescents, and limit it.
5. Media outlets such as television and paper publications should warn against excessive use of social media and psychological harm from misuse of these platforms.
- 6 - That educational institutions and cultural centers play their role by educating them about the nature of using social media and how to deal with the published news in terms of ratification, intimidation, or even re-publication
7. Raising the level of cultural awareness to benefit from social media platforms and how to deal with them.

The proposals

The researchers suggest the following:

- 1- Expanding the research department with another study to include other dimensions such as the level of education for both sexes. 2. Conducting other studies on the relationship of the spread of the virus to the geographical dimension.

4- That the family and cultural institutions take their role in setting up the correct mechanisms for how to deal with the publication on social media platforms.

5- Everyone takes his role in light of the spread of Corona virus through communication platforms, using these platforms in a way that reduces the psychological state of individuals, not to increase the state of anxiety and fear.

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**Emotional regulation and academic competence
as a predictive indicator of psychological well-
being of a sample of secondary school students
in the Ahmadi Governorate in the State of
Kuwait**

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Abstract

The present study aimed to verify the relationship of Emotional regulation and academic efficacy as a predictive indicator of psychological well-being among secondary school students in Ahmadi city, State of Kuwait, and to know the differences between these variables attributable to gender (males and females) and academic specialization (scientific, literary), and to know the effect of the interaction between These variables are also Emotional regulation and academic efficiency in achieving psychological well-being among students.

The sample consisted of (350) male and female secondary school students in the Ahmadi governorate, of (219) students (141) female students. For this purpose, the two researchers used: Emotional regulation scale, academic self-efficacy scale, and psychological well-being inventory, after verifying their validity and reliability on an exploratory sample representing the basic study sample. The descriptive approach was used in this study to verify the study questions and hypotheses by using appropriate statistical methods.

The results revealed a positive relationship between emotional regulation, academic self-efficacy and psychological well-being. The results also showed that there are differences between males and females in these variables in favor of females, as well as the existence of statistically significant differences between these variables in favor of the scientific study specialization compared to the literary major. The analysis of variance and regression revealed the ability to predict psychological well-being through academic efficacy and emotional regulation among secondary school students in the State of Kuwait.

Key words: Emotional regulation, Academic self-efficacy, Psychological well-being, High school students.

Introduction

The stage of adolescence is characterized as a period of storms and internal and external emotional fluctuations that can lead some adolescents to adopt negative behaviors in their daily lives, such as: psychological, academic, social and emotional problems that may hinder their psychological and social compatibility, in addition to the developmental problems of this transitional stage that they go through when they are faced with Sorts of transformations in the physical, psychological, cognitive and social indicators. It is very important for adolescents to maintain their mental health even when they are facing difficult events in their lives. As a result of these transformations, difficulties in regulating their emotions may appear, and a weakness in their ability to fully awareness or mindfulness of what they face in emotional or social situations, In addition to a decrease in the level of psychological resilience, which will negatively affect their academic achievement.

Emotions are one of the main and important aspects of the individual's personality, which grows along with everyday situations. It is an integral part of the comprehensive growth process through which the individual aspires to highlight his normal personality that helps him achieve the correct developmental path in his various thoughts, opinions, behaviors and emotions. Without these different emotional states and emotions, his life becomes boring, without fun, as he suffers from various emotional and personal problems (Hamdan 2010, 28).

Regulation Emotion of those experiences, feelings and thoughts in stressful life situations calls for the student to fine-tune those emotions according to an organized strategy, as indicated by Gross (2017). This regulation and self-control of emotions is a positive personality trait for adolescents

during their confrontation with every day or stressful situations of daily life, as indicated by many psychological theories, especially the Positive Psychology movement, and those positive emotional features that some students have are positively reflected in their balance. The emotional and their psychological and cognitive flexibility with high efficiency when confronted with multiple events, especially in academic situations, as they perform their academic and social duties well in light of the availability of appropriate conditions for this achievement, while individuals who do not have these positive emotional qualities, they are in most cases more vulnerable to behavioral problems. And emotional and academic, or even their suffering from psychological disorders, especially if the lack of organization and emotional control is the prevailing pattern in their lives. However, some students may have difficulty regulating their emotions in the academic environment, thus losing their ability to deal with some of these diverse emotions, because they believe that these negative emotions impede their behavior in certain ways. Numerous studies have indicated, such as one from Germora and Arsenio (Gumora & Arsenio, 2002, 395-413); And the study and Eisenberg and others (Eisenberg, et al, 2010,) indicate that the difficulties of emotional regulation in individuals, especially students, who are more susceptible to psychological problems, such as: depression and anxiety, obsessive bullying, aggressive behaviors, low academic achievement, test anxiety, and others (Lan & Morrison, 2008, 364--378); While individuals with balanced emotional organization in situations that require it, they are characterized by good psychological and social compatibility, high academic competence, and a sense of psychological and social well-being in the school academic environment, in addition to their ability to insight. And positive mental openness in stressful situations, as they deal with them in a positive way that helps them in psychological, emotional and academic compatibility.

The concept of academic self-efficacy refers to the capabilities of individual or personal resources that allow an individual or student to continuously control the changing conditions of the academic environment with a successful vision (Bandura, 1989). This process is the special evaluation that mediates between academic self-efficacy, emotional self-regulation, and outstanding academic performance of high school students, so that the high level of expectations of academic competence and emotional regulation helps the efforts exerted by the student in achieving the learning goals and the feeling of happiness, self and academic well-being et al, 20121).

Many researchers, such as Hackett and others (Hackett, et al, 2000) view that self-efficacy beliefs have an influence on emotional regulation and academic motivation. Schunk and Zimmerman (1995) argue that these perceptions of academic competence and emotional regulation are very important and are mostly positively linked to the student's academic performance and thus his feeling of happiness or psychological well-being for what he seeks to achieve from academic goals. The term Will Being encompasses all the ways in which people experience and evaluate their lives positively. And what exactly this concept means as a life experience can be understood in a positive way. Where some researchers argue that happiness is the same as well-being, but this can sometimes conjure images of immense joy for a cheerful person not known to many. Due to this, some prefer to view well-being as an extended period of contentment. For others, psychological well-being is simply about wellness, peace of mind, and contentment (& Csikszentmihalyi, Seligman 2000). (Esmailifar, et al, 2015, 13-15) believes that students who have the ability to emotional control and self-efficacy feel psychological well-being and happiness because of the control they feel about issues in their lives. Those who do not possess this emotional control and competence may feel weak and ineffective. It can be said that students who have the ability to control their emotions and have self-will and effectiveness are the ones who feel psychological well-being in the academic and social environment, unlike students who do not have such traits.

Therefore, the two researchers try to shed light on these concepts of positive psychology, represented in emotional regulation, efficiency or academic self-efficacy and psychological well-being, and to identify their levels and the relationship between them in light of some variables: (gender: males, females, and specialization: scientific, literary) At secondary school students in Al-Ahmadi Governorate in the State of Kuwait.

Scholastic problem:

One of the important issues in today's world is the lack of self and psychological happiness in people's lives, and this issue can cause many problems in terms of their satisfaction and quality of life. Individuals' well-being can be influenced by various factors, one of which could be the ability to self-discover individuals. In this method, those with a higher level of emotional organization and academic aptitude believe that they have a high percentage of abilities and skills in dealing with various issues. As a result, they may be able to successfully deal with various issues that make them feel happy and well-being; because they think they have emotional control over the issues of their lives. Factors affecting emotional regulation could be self-control, flexibility and self-efficacy. These features that an individual or student may refrain from make him feel comfortable through emotional control over different life situations, and thus more happiness and personal and psychological well-being.

High school students are among the most vulnerable groups in society, as they suffer from a lack of happiness and well-being due to various cultures and educational issues. Many previous studies indicated that self-regulation of emotions is a positive indicator of happiness and self-efficacy. The results of Verzeletti, et al. (2016) found that emotional regulation strategies are associated with adolescent well-being. As found by the study of Mabekoje, 2010)) (Ramizani and Gultash Ramezani & Gholash, 2015)); Mongiovi, 2018) that emotional regulation is positively related to self-efficacy, happiness, and control center. Musa (2017) also found a positive relationship between happiness and self-regulation of emotions. Some previous studies also indicated the existence of differences between the sexes in emotional organization, such as the study Calvete & Orue (2012), which found differences in emotional organization in favor of females, and the study of both Jacob (2011), and Cui and others ((Cui, et al, 2014), which concluded that there are no differences between the sexes in emotional regulation.

It is also evident from the foregoing that the relationship between emotional organization, happiness and academic self-efficacy has not been clearly explored with regard to students in secondary schools in the State of Kuwait. Although there are studies confirming this relationship between school students and university students, the comparison between these variables in the Arab and local environment did not receive attention. Therefore, the researchers assume, as previously indicated, the existence of significant differences between secondary school students due to the variable of gender (males and females) and academic specialization (scientific, literary) in the variables of the current study.

From the above, the current study seeks to verify the knowledge of emotional organization and academic competence as two variables through which to predict the psychological well-being of secondary school students in government schools in the Ahmadi Governorate of the State of Kuwait. The problem of the current study can be identified in the following main question:

Is it possible to predict psychological well-being through emotional regulation and academic self-efficacy among students of some high schools in the Ahmadi Governorate of the State of Kuwait?

The importance of studying:

To verify the study problem that deals with these positive variables that help us to better understand the importance of this topic, related to emotional organization and academic self-efficacy of training in high school curricula to create a higher level of well-being in the student community or the positive school.

Therefore, the importance of the present study lies in:

1- The importance of the research variables, which are psychological well-being, emotional regulation, and academic self-efficacy, because these features are among the important topics in psychology and positivity, especially among adolescents of secondary school students of both genders, and when these features are present in some students, this calls for feeling With satisfaction with oneself and others among students, in addition to developing their capabilities in dealing with stressful situations in a positive way, enhancing their understanding of themselves and helping them achieve its goals in an effective manner, and thus their sense of happiness and psychological well-being as a result.

2- The target sample of the study, which is secondary school students, and this group of students, some of them may go through an emotional state as a result of the physical, social and personal developmental changes in addition to the difficulties and pressures that they may face in their academic life that may hinder the achievement of their scientific goals. To reveal the positive aspects of students and not to search for the negative aspects, and on the positive school;

Because one of the symptoms of mental health is achieving happiness and well-being among people in general and students in particular.

3- Shedding light on the nature of emotional organization, academic self-efficacy and psychological well-being of students according to scientific and literary specializations and gender (males and females). If this is proven, this will give rise to a set of related research, such as organizational climate, motivation, teacher competence, and achievement grades, in addition to the problems of students of the scientific and literary major or branch, as well as the gender differences in these variables.

4- This study is considered one of the first studies in the Kuwaiti and Arab environment linking these variables among high school students in the State of Kuwait.

5- The results that can be reached may help to discover ways on how to motivate students to develop positive traits such as happiness, emotional organization and academic competence, which, if any, will be reflected in the psychological and social compatibility of students in their academic and private lives.

6- It is expected that the results of the research will also give an idea for officials and psychological counselors in secondary schools in Ahmadi Governorate to design counseling and training programs to help students direct their behaviors in a positive direction, thus giving them opportunities to solve students' problems and inviting them to participate in making appropriate decisions to control their emotions based on their self-efficacy. And thus their sense of happiness and psychological well-being.

Objectives of the study:

The study seeks to achieve a number of objectives:

- 1- Presenting an integrated theoretical view of the relationship between emotional regulation and academic self-efficacy as a predictive indicator of psychological well-being, because emotional regulation may help the student improve his academic self-efficacy, and thus his sense of psychological well-being as a result of this organization.
- 2- A study of the relationship between psychological well-being and both emotional organization and academic self-efficacy among the study sample.
- 3- Study the differences between males and females in psychological well-being, emotional regulation, and academic self-efficacy.
- 4- Study the differences between students of scientific and literary specialization in psychological well-being, emotional regulation, and academic self-efficacy.
- 5- Studying the differences between the average scores of the students with high and low psychological well-being in the mean scores of the scale of emotional regulation and academic self-efficacy among the study sample.
- 6- Knowing the effect of the interaction between the study variables: gender, specialization (scientific, literary), emotional organization and academic competence and their joint interaction on the psychological well-being of the study sample of high school students.

Hypotheses of the study

In order to verify the objectives of the study, the researchers formulated the study hypotheses as follows:

- 1- There is a statistically significant relationship between the degrees of psychological well-being and each of the emotional organization and academic competence of the members of the study sample of secondary school students in Ahmadi Governorate.
- 2- There are statistically significant differences between the mean scores of emotional organization among secondary school students due to gender and academic specialization.
- 3- There are significant statistical differences between the average scores of academic self-efficacy among the sample members due to sex and academic specialization.
- 4- There are significant statistical differences between the mean scores of psychological well-being among the sample individuals due to sex and academic specialization.
- 5- There are statistically significant differences between the mean scores of high and low emotional organization and academic self-efficacy on the psychological well-being scale.
- 6- There is a significant influence of the interaction between the variables of each of: gender (male and female), academic specialization (scientific, literary), self-efficacy, emotional organization and their joint interaction on the psychological well-being of the sample of the study sample.

previous studies:

In a study on the effects associated with self-efficacy on the relationship between emotional intelligence and self-regulation among adolescents in school, Mabekoje, 2010) applied the study to a sample of (467) students, randomly selected from ten high schools in an educational district in Ogun State, Nigeria. . Data were collected using three measures: self-efficacy, emotional intelligence, and self-regulation. The results showed a positive relationship for both self-efficacy,

self-regulation and emotional intelligence, and there was also a relationship between emotional intelligence and self-regulation, while there was no relationship between emotional intelligence and self-regulation while controlling self-efficacy.

The aim of the study of Khoshnam and others (Khoshnam, et al, 2013)) was to determine the relationship of internal motivation and happiness with academic achievement among high school students, where (341) students were selected, and the measure of internal motivation and happiness, and the measure of academic achievement were applied to them. The results showed a correlation

Positive relationship between internal motivation and academic achievement, and a positive relationship between happiness and academic achievement, and there are no differences between internal motivation and academic achievement and happiness between males and females.

Inge and Muller (2013) conducted a study to show the pattern of humor on both self-regulation, self-esteem and self-well-being, in addition to knowing which methods of humor exist and to what extent the types of humor are related to well-being, and the sample consisted of (342) German students. Use the Scale of Emotional Regulation Strategies, Self-Esteem, and Well-Being. The results showed a positive association between self-enhancing humor, and both self-regulation, self-esteem, and well-being.

Ramezani & Gholtash, 2015, both Ramizani and Gholtash, studied the relationship between happiness, self-regulation, and the center of control. Three questionnaires were used that included the Oxford Happiness Survey List, the Self-Control Scale and the Control Center Scale. The results indicated that happiness is positively and effectively linked to self-exacting. Moreover, self-control was a significant predictor of self-happiness.

Siddiqui (2015) aimed to investigate the effect of self-efficacy on mental health among undergraduate students. The sample consisted of 100 students (50 males and 50 females) who were chosen from Aligarh Islamic University, where a measure of self-efficacy and psychological well-being was used. The results of the study showed that the correlation between self-efficacy and psychological well-being among male students is positive, and a test for differences between self-efficacy and psychological well-being according to gender was applied, as it was found that there is a slight difference between male and female self-efficacy, and a significant difference was found between psychological well-being between Males and females.

The study of Garcia et al. (2015) aimed to investigate the model of self-regulation and self-psychological and psychological well-being that may play a role in adolescents 'academic achievement. The sample consisted of (160) Swedish high school students, of which (111) students and (49) students were used. The scale of emotional regulation, the measure of psychological well-being, and academic achievement scores were used. The results showed that academic achievement is positively related to self-evaluation and personal well-being. On the other hand, emotional regulation was positively associated with self and psychological well-being among students with high academic achievement compared to students with low academic achievement.

Verzeletti et al. (2016) tried to verify the relationship between emotional regulation strategies and well-being in adolescents, as (633) Italian adolescents completed the emotion regulation questionnaire, cognitive re-evaluation and expressive suppression strategies, and their relationship to many measures of well-being. The correlation and regression results showed that the greater reliance on social responsibility was related to an attribute

Positive with better well-being outcomes for most indicators, particularly life satisfaction and perception of social support and positive impact; The greater preference for Expressive Repression

was associated with a lower level of well-being for all indicators, including mental health, emotional loneliness, and negative influence. Neither gender nor age differences observed expressive repression and social influence a positive connotation with each other. The results also showed that gender is an important factor for well-being indicators (for example, a higher positive effect for males and life satisfaction compared to females).

The study of Ronen et al. (2016) addressed the focus on adolescent subjective well-being and the role of self-control and social support, age and gender in predicting adolescent subjective well-being. The sample consisted of (380) adolescents between (13 and 17) years old, who were chosen from six integrated schools in middle and high schools. The sample was divided into two groups: exposure to a family crisis (n = 96) and no exposure to a family crisis (n = 284). The results revealed that both self-control and social support predicted adolescents' subjective well-being. Older adolescents showed lower levels of subjective well-being compared to younger teens. Sex also did not predict subjective well-being.

The aim of the study by Siew Ting Ya & Baharudin (2016) was to examine the mediating roles of academic self-efficacy, social self-efficacy, and emotional self-efficacy in the relationships between parental involvement and subjective well-being in Malaysian adolescents. The participants were (802) high school students from 14 public schools, their ages ranged from (15 to 17) years. The results indicated that academic self-efficacy and social self-efficacy were unique indicators in the relationships between parental involvement (both father involvement and maternal participation) and the positive influence of adolescents. Besides, academic self-efficacy has been found to be the only mediator in the relationships between parental involvement and adolescent life satisfaction.

The study of Al-Asimi and Badriya (2018) aimed to know the nature of the relationship between emotional regulation and psychological flexibility, according to the variables of the school year and gender. Where the application used the scale of emotional regulation and flexibility on a sample of (40) male and female students, from the tenth and eleventh grades in the province of Sweida. The results showed a statistically significant relationship between the degree of emotional regulation and psychological flexibility. And the existence of statistically significant differences between the average performance of students on the scale of emotional organization due to the variable of sex and school year, in favor of males, and the eleventh grade, as well as the presence of an effect of psychological flexibility, gender and the school year separately on the emotional organization.

The study of Mongiovi (2018) sought to reveal the relationship between self-regulation, perceived independence and psychological well-being of private school students. The sample consisted of 124 students.

For this purpose, a measure of self-regulation, perceived independence and psychological well-being was used. The results indicated that the multiple regression model highly predicted well-being through self-emotional regulation and perceived autonomy.

The purpose of the study Hamimi, 2018) was to predict happiness based on self-regulation and self-efficacy among high school students in Hamedan, Iran. The sample consisted of (8143) female students. The sample consisted of (110) students. Data were collected by means of the Oxford Happiness Questionnaire, the Self-Regulatory Questionnaire and the Self-Competence Questionnaire for children and adolescents. The results showed that there is a significant relationship between self-efficacy, self-regulation and happiness among high school students. The results also showed that happiness can be predicted based on self-efficacy and self-regulation among the study sample.

Nimisha, 2018, conducted a study to find out the level of emotional self-efficacy in high school students. In order to obtain accurate and relevant data. The sample consisted of 202 high school students from Baramulla region in Kashmir. The emotional self-efficacy scale was used to find the differences in emotional self-efficacy with regard to gender and school type. The results of the study revealed that the maximum number of students have an average level of emotional self-efficacy. No difference was found in emotional self-efficacy between male and female high school students, but differences were found between public and private schools in emotional self-efficacy.

It is evident from the presentation of some of the previous studies related to the study variables that there is no Arab or foreign study that dealt with these variables in its samples, tools and methodology, as it was noticed the absence of such positive variables among secondary school students despite their importance as a positive approach to reveal the strengths of high school students, but The difference between this study and previous studies was in the sample size and the tools used. Nevertheless, the researchers benefited from previous studies and their theoretical frameworks to explain the results of the current study.

Definition of study terms:

1- Emotion Regulation

Gross (1998a, 275) defines emotional regulation as "the process that affects the emotions of individuals when they have the ability to express these emotions." As defined by Keye and Pidgeon (2013,1), it is "the process by which individuals influence events around them according to their time of occurrence, nature, personal experience, and ability to express emotions."

The two researchers define the emotional organization procedural: that the degree that the subject (student) obtains from the application of the measure of emotional regulation for adolescents used in the current study, which consists of (39) words distributed on the following dimensions: emotional awareness, cognitive emotion, emotional contagion, and context

Social; the high score in this scale indicates that the subject (student) has good emotional organization, while the low score indicates the difficulty of emotional regulation for students in different situations.

2- Self-Efficacy

Bandura (2007. 641-658) defines self-efficacy as "the perceived procedural ability which is not related to what an individual possesses, but rather to his belief in what he can do whatever the available resources. The individual is not asked about the degree of his own capacity, but rather about his confidence in his ability to implement." Activities required in light of the requirements of the situation, and individuals' assessment of their self-efficacy reflects the level of difficulty they believe they will face.

Nimisha (2018.1-17) defines Academic self-efficacy as "the student's beliefs in his own ability to classify and accomplish the courses of action necessary to achieve the desired results in his studies.

The two researchers define procedural academic self-efficacy: it is the degree that the subject gets from answering the academic self-efficacy scale used in the current study, which consists of (24) phrases or paragraphs, distributed on three dimensions: academic self-efficacy, social self-efficacy, and emotional self-efficacy. Where a high score indicates that the subject has an attribute of good academic aptitude, while a low score indicates a decrease in the level of this proficiency.

3- Psychological Well-Being

Ryff, & Keyes (1995, 719) define psychological well-being as the ability of a person to achieve a meaningful life and face real-life challenges.

The two researchers define psychological well-being procedurally in this study as a state of psychological comfort and satisfaction with his personal and academic life, which can be measured through the scale used in the current study consisting of (42) words, and distributed on six dimensions: independence, psychological perfection, personal growth, positive relationships The purpose of life, self-acceptance, where a high score indicates that the student enjoys psychological well-being in his personal and academic life, while a low score indicates a low level of psychological well-being.

Study procedures:

1- Study methodology: The descriptive and analytical approach was used in this study, which tries to study the relationship of emotional organization and self-efficacy as a predictive indicator of psychological well-being among secondary school students in the Ahmadi Governorate, in addition to knowing the difference between students according to gender (males and females) and academic specialization.

2- The study sample: A random sample was selected from high school students in the Ahmadi governorate in the State of Kuwait, the number of which swallowed (350) male and female students, by (209) students, of whom, and (141) students, by (215)

Male and female students in the scientific branch, including (125) male, (90) female students, (135) male and female students in the literary branch (51 male and female students, 84 male students). They were selected from Al Sabahiya Secondary School for Boys and Lubna Bint Al Harith School for Girls.

3- Study tools:

They are represented in the following tools:

A- The Emotional Regulation Scale for Adolescents: The researchers adopted by reviewing the Emotional Regulation Scale for Adolescents prepared by Al-Asimi (2017), consisting of (38) phrases, distributed on six dimensions, which are: 1- Emotional awareness, 2- Self-control, 3- Cognitive regulation, 4- Expressive repression, 5- Emotional contagion, 6- Emotions in the social context.

The scale includes positive and negative expressions, as the subject responds (the student) to each of its items on a scale according to the five-year Likert method, ranging from (1) strongly disagree, to (5) strongly agree, as the subject chooses one of them. The total score of the scale is determined between the score (38) as a minimum, and the score (190) as a maximum.

The scale validated in the current study:

To verify the validity and reliability of the scale, the two researchers applied the scale on an exploratory sample outside the limits of the current study of male and female secondary school students in Ahmadi Governorate schools (Sabahiya Secondary School for Boys and Laba Bint Al Harith School for Girls), and their number was (75) male and female students, by (30) a female student, and (45) a female student. The most important types of honesty used are the following:

1- The validity of the arbitrators (the validity of the content): the two scales were presented to the referees in the College of Basic Education, and two professors in foreign language for the

translation of the academic competency and psychological well-being scale, as they resisted translating the two scales into Arabic and other teachers translated the two scales from Arabic to foreign. This step matches the two translations up to (95%). Where the researchers modified the paragraphs referred to by the gentlemen of arbitrators.

2- The validity of the internal consistency between the dimensions of the scale and the total degree: The correlation coefficients were calculated between the degree of each dimension and the other dimensions of the scale, as the values of the correlation coefficients ranged between (0.769 - 0.246), all of which are significant values at the level of significance (0,01 - 0,05). Also, the score for each dimension was calculated with the total score of the scale, and the correlation coefficients were all significant at (0.01), as they ranged between (0.572 - 0.769). The following table shows the relationship between the scale dimensions between them and the total score.

Table (1) Correlation coefficients between the degree of the dimension to which it belongs and the total degree of the emotional regulation scale

The total score	The social context	Emotional infection	Expressionist repression	Cognitive regulation	Self-tuning	Emotional awareness	Scale dimensions
**0.577	*0.243	0.219	0.171	*0.303	*0.281	1	Emotional awareness
**0.724	**0.410	**0.448	*0.270	**0.526	1	0.251*	Self-tuning
**0.769	*0.246	**0.490	**0.318	1	**0.526	*0.303	Cognitive regulation
**0.572	*0.262	*0.280	1	**0.318	*0.270	0.171	Expressionist repression
**0.676	*0.268	1	280*.0	**0.490	**0.448	0.219	Emotional infection
**0.601	1	*0.268	*0.262	*0.246	**0.410	*0.243	The social context
1	**0.601	**0.676	**0.572	**0.769	**0.724	*0.577	The total score

** = function at (0,01); * - function at (0,05)

Function at (0,01); * - function at (0,05)

It is evident from Table (1) that there is a statistically significant relationship (0,01, 0,05) between the dimensions of the scale of emotional organization and its overall degree. This result confirms that the scale has an internal consistency between its dimensions among themselves, as well as between the dimensions and the overall degree, despite the apparent inconsistency in some dimensions, such as the dimension of emotional infection, emotional awareness (0.219), as well as expressive suppression (0.171), and this does not reduce Of the importance of the internal consistency of the scale of emotional organization with its total degree among the survey sample members, and this result justifies the researchers using it in their study on the primary sample of high school students.

Stability of scale: The reliability of the scale coefficient was extracted from the same exploratory sample, using the Cronbach alpha stability equation, and the half-segmentation of the scale, as the

correlation coefficient between the odd and even expressions was calculated. The following table shows the stability coefficients for the scale. Table (2) Stability of the Emotional Regulation Scale

(**)0.324	0.724	Emotional awareness
(**)0.507	0.660	Self-tuning
0.292	0.660	Cognitive regulation
(**)0.481	0.716	Expressive funnel
(**)0.667	0.679	Irritant infection
(**)0.323	0.708	Emotion in a social context
(**) 0.452	0.730	Total marks

Looking at the above table (2), it is clear that the split stability coefficients, and Cronbach's Alpha, are considered high stability coefficients that are acceptable for the purposes of the study. It is evident from the above that the measure of emotional regulation is characterized by a good degree of validity and reliability, and this result makes it suitable for use as a tool that can be applied to the individuals of the basic study sample. B- Academic Self-Efficacy Scale

This scale was prepared by Abdul Ghafoor and Muhammad Ashraf (2016) in the Malaysian environment, where the Academic Self-Efficiency Scale was prepared to assess the academic self-efficacy of high school students based on Albert Bandura's self-efficacy theory (1977). The scale consists of (24) statements, distributed on three dimensions, namely: academic self-efficacy, social self-efficacy, and emotional self-efficacy. The subject responds to his statements on an answer scale consisting of five gradations according to Likert's method. The overall scale scores range between (24) a minimum score, and a maximum (120) score, where a high score indicates that the subject has academic self-efficacy.

Psychometric properties of the scale:

1. Validity of internal consistency: In order to verify the internal consistency of the tool, the correlation coefficients were calculated between the degree of each dimension and the total degree of the scale for the survey sample, as it was found that all the correlation coefficients were a function at the level (0.01), and this indicates that the scale is characterized With internal consistency, the following table shows the value of the correlation coefficients between the sub-dimensions and the overall degree of the scale.
2. Table (3) The association of the sub-dimensions with each other and with the overall score of the Academic Self-Efficiency Scale

Total marks	Emotional self-efficacy	Social self-efficacy	Academic self-efficacy	Sub Dimensions
0.566**	0.624	0.561	1	Academic self-efficacy
0.630**	.318**	1	0.561	Social self-efficacy
0.683**	1	.318**	0.624	Emotional self-efficacy
1	0.683**	0.630**	0.566**	Total marks

It is evident from the previous table (3) that all correlation coefficients between the total score and the scale dimensions were significant at the level of (0.01) except for the non-judgment dimension, which was not significant with the total score. As for the scale dimensions with each other, they differed in the degree of their correlation. This result makes us comfortable with using this scale in our primary study.

Discriminant Validate

This type of validity is based on the ability to distinguish between the two groups of test items (the upper class and the lower class) in the aspect or characteristic that it seeks to measure. In order to ensure this type of validity, the scores of the subjects were ranked on the self-efficacy scale in descending order, after which the higher category (27%) and the lower category (27%) were determined, then the averages of these two groups were calculated, and the T-Test was used to indicate The significance of the differences between the two averages on the total score of the scale. And the following table shows the differences between these two groups, the lower and the upper.

Table (4) means averages, standard deviations, and the "Tstudent" value, and their indications on the scale of academic self-efficacy.

T value	A	M	Categories	number	M
(**)26.69	5.93	68.53	Minimum value	15	Total marks
	5.80	101.00	Minimum value	15	

Table (4) shows that there are statistically significant differences at the level of significance (0.01) between the lower and upper limits of the scale, and these differences came in favor of the higher category. That is, the scale has a high degree of validity distinguishing between high and low scores.

Stability of scale:

The reliability coefficient of the academic self-efficacy scale was extracted by applying it to the exploratory sample itself, using the Cronbach alpha stability equation, and the half-segmentation of the scale, as the correlation coefficient between odd and even terms was calculated. The following table shows the stability coefficients for the scale.

Table (5) the coefficient of consistency of the measure of academic proficiency

Division into two halves	Alpha Cronbach	Sub Dimensions
0.651	0.639	Academic self-efficacy
0.743	0.797	Social self-efficacy
0.675	0.620	Emotional self-efficacy ^s
0.81	0.535	Total marks

It is noticed from the results of Table (5) that the coefficients of the stability of the sub-dimensions and the overall degree of the scale in the Cronbach alpha method ranged between (0.535 to 0.797), while the stability coefficients in the segmentation method ranged between (0.65 - 0.81), and all the stability coefficients are high and can be trusted, and this result justifies For researchers, use it on a basic study sample.

C-Psychological Well-Being Scale:

The two researchers used the scale of psychological well-being prepared by Ryff (1994), consisting of (42) statements, divided into six dimensions: independence, psychological perfection, personal growth, positive relationships, purpose of life, self-acceptance. Where the answer scores are distributed on a scale of five answers according to Likert's method, strongly disagree to completely agree.

The scale has been translated into Arabic by foreign language specialists for the language of the scale, and then it has been translated from Arabic into the foreign language by other translators. As a result, it was found that the percentage of agreement between the two translations was high, at 95%, as mentioned above.

Validity of internal consistency: the scale was applied to the pilot sample, in order to verify the internal consistency of the scale. It was found through the correlation coefficients between the degree of each dimension and the total degree of the scale that all the correlation coefficients were a function at the level (0.01), and this means that the scale is characterized by internal consistency, and the following table shows the value of the correlation coefficients, and the following table shows the internal consistency coefficients for the scale dimensions:

Table (6) the correlation coefficient between the degree of each dimension and the overall score of the Psychological Well-Being Scale

Indication level	Correlation coefficient value	Dimensions of the Psychological Well-Being Scale
0,05	(*)0,51	Independence
0,01	(**)0,63	Environmental perfection
0,05	(*)0,55	Personal growth
0,01	(**)0,73	Positive relationships
0,01	(**)0,83	The purpose of life
0,01	0,074	Self-acceptance
0,01	(**)0,68	Total marks

It is evident from the results of Table (6) of the Psychological Well-Being Scale that the correlation coefficient between the scale's dimensions and its overall score was statistically significant at the level of significance (0.01) and (0.05), and this indicates that the scale has validity over the members of the exploratory sample, and this result justifies For researchers to apply it to individuals of the basic study sample.

Stability of the scale: The reliability of the scale was extracted by using the reliability of the half-segmentation method, Alpha Cronbach, and the following table shows the values of the reliability coefficients for the psychological well-being scale.

Table (7) the reliability coefficient of the psychological well-being scale

Alpha Cronbach	Division into two halves	Dimensions of psychological well-being
(**) 0.71	(**) 0,77	Independence
(**) 0.78	(**) 0,67	Environmental perfection
(**) 0.77	(**) 0,83	Personal growth
(**) 0.61	(**) 0,56	Positive relationships
(**) 0.67	(**) 0.87	The purpose of life
(**) 0.81	(**) 0.76	Self-acceptance
(**) 0.71	(**) 0.70	Total marks

Looking at the results of Table (7) above, it is noted that the stability coefficients by repetition and halving, are considered high stability coefficients that are acceptable for research purposes. It is evident from the above that the psychological well-being list is characterized by a good degree of honesty and consistency, which makes it suitable for use as a tool in the current study.

Results :

- The results of the first hypothesis and its text: There is a statistically significant relationship between the degrees of psychological well-being and each of the degrees of emotional organization and academic self-efficacy among the members of the sample of study individuals.

To verify the validity of this hypothesis, the Pearson Law was adopted to find out the relationship between the study variables (well-being, emotional organization and academic self-efficacy among the sample members, as shown in the following table:

Table (8) the correlation between well-being and both emotional regulation and academic self-efficacy

The result	Indication level	D.. H	Academic competence	Emotional regulation	Psychological well-being
Function	0.01	350	(**) 0.488	0.437(**)	

Table (8) shows that there is a positive statistically significant relationship at the level (0.01) between psychological well-being, emotional regulation and academic self-efficacy among the members of the research sample of high school students in the Ahmadi governorate. This result indicates that psychological well-being may be an indicator of a positive relationship with emotional regulation and academic self-efficacy among the study sample. In other words, the higher the self-efficacy and emotional regulation of the sample members, this may positively affect the psychological well-being of the student. This result is in agreement with the study Tabbodi, et al. (2015), which showed an important positive relationship between psychological well-being and student achievement. There was also a significant positive correlation between well-being, happiness, and student progress, as shown by the results of the Hamim, 2018 study. Hizami (Heizomi, 2015), a significant relationship between self-efficacy, emotional self-regulation, and happiness among high school students, and that there is an important relationship between self-efficacy

variables and emotional regulation. The results of studies by Mousavi & (Ramezani & Gholtash, 2015) (Moghtader, 2015) also showed that happiness can be predicted based on academic self-efficacy and emotional regulation. On the other hand, the study of Garcia et al. (2015)), Musa (2017) showed a positive relationship between self-regulation and self and psychological well-being. The results of this study are also in agreement with the results of the Al-Asimi study and on (2018), which found a relationship between emotional regulation and psychological flexibility.

It appears from this finding that self-regulation has a positive effect on students' well-being. Thus, the acquisition of emotional regulation can increase students' motivation for success and happiness. Happiness depends on people's values and aspirations, and it cannot be assumed that it is absolute and comprehensive. People who consider their goals more important and more likely to reach, will feel happier. Whereas people who are less happy, feel more struggles with their goals. However, everyone's happiness depends on the individual characteristics in which their view of life and human ideas about happiness are rooted in human nature. From this, the result seems logical within the limits of the current study, and the researchers hope to conduct multiple studies on high school students of various technical, feminist and industrial orientations to identify the emotional organization and its relationship to happiness, psychological well-being, and the quality of academic life.

Presentation of the results of the second hypothesis: There are statistically significant differences between the mean scores of the psychological well-being scale, emotional regulation and academic self-efficacy attributable to the gender (males, females) of the sample members.

To verify this hypothesis, the differences between the averages between the scores of male and female members of the study sample were used, using the law (T.Test), where the results were shown as shown in the following table:

Table (9)

Differences between mean scores for males and females on the scale of psychological well-being, self-regulation, and academic competence

The direction of the differences	T value	D . H	Males (209)		Females (141)		Variables
			A	M	A	M	
In favor of females	(**)10,07	348	8.86	145.18	10.344	170.43	Psychological well-being
In favor of females	(**) 12,53	348	7.00	115.28	4.90	125.46	Emotional regulation
In favor of females	(**) 10,07	348	8.34	81.60	14.05	97.50	Academic competence

It is evident from the results of Table (9) that there are statistically significant differences at the level of (0.01) in the mean scores of psychological well-being, emotional regulation and academic self-efficacy between males and females, and the results were in favor of females compared to males. As this result indicates that females are more affluent, organized, and have better academic competence than males. This result can be explained by the fact that females have the ability to deal with different life situations, especially with academic requirements, in an effective way, and that this is due to the emotional regulation that females enjoy in different academic situations, which

reflects positively on their self-happiness and well-being compared to male students. Researchers are more preoccupied with social issues, such as interest in social activities and the desire to travel outside the country, and this reduces their interest in the process of academic self-efficacy, which thus limits their ability to emotional regulation and thus reduces their sense of psychological well-being in the academic environment.

The direction of the differences	T value	D. H	Literary Specialization (135)		Scientific Specialization (215)		Variables
			A	M	A	M	
For the benefit of students of the scientific department	06'9	348	9.37	128.31	11.96	156.11	Well-being
For the benefit of students of the scientific department	9,44	348	6.88	122.41	6.58	147.63	Emotional regulation
For the benefit of students of the scientific department	7,31	348	6.88	74.61	6.58	98.29	Academic competence

It is evident from the results of Table (10) that there are statistically significant differences at the level of (0.01) between the average grades of students in both well-being, emotional organization and self-efficacy attributable to the academic specialization (scientific, literary) and these results were in favor of students of scientific specialization. The results generally indicate that students of scientific specialization are characterized by psychological well-being, academic competence, and emotional organization more than students with literary specialization, because the education system in classes with a scientific specialization is more controlled and disciplined than disciplinary systems in literary specialization classes. Although no previous studies confirm or deny this conclusion reached in this study, some studies have revealed that students who study courses in a more disciplined academic environment are characterized by psychological well-being and self-control than students who study in evening schools or especially.

- The results of the fourth hypothesis and its text: There are statistically significant differences between the average scores of high and low psychological well-being of the research sample on the scale of emotional organization and academic competence.

In order to verify this hypothesis result, the law of differences between the average grades of high and low psychological well-being on the scale of academic competence and self-organization was used by calculating the results according to the law of fourths, as shown by the results in the following table.

Table (12)

The difference between the mean scores of high and low psychological well-being on the scale of emotional regulation and academic aptitude

The direction of the differences	T value	D.H	High well-being85		Low-well-being101		Variables
			A	M	A	M	
In favor of the welfare Mrtfie	3,341(**)	184	7.117	152,25	4.19	98.54	Emotional regulation
In favor of the welfare Mrtfie	4,31(**)	184	6.792	76.40	3.32	62.15	Academic competence

It is evident from the results of Table (12) that there are statistically significant differences between the average scores of students with high well-being and students with low well-being on all averages of degrees of emotional organization and academic self-efficacy, and the results were in favor of those with high well-being. This result indicates that students who are characterized by well-being and self-happiness are more organized and control their emotions, and more academically efficient in dealing with the requirements of academic work compared to students who do not have the characteristic of self-happiness and psychological well-being, and this decrease in the level of psychological well-being of these students reflects negatively on their emotional organization. And their academic aptitude. This means that there is a positive and important relationship between emotional regulation and psychological well-being of students. Thus, a student with higher emotional regulation could have more happiness and psychological well-being. This is what Salsabiela, 2019 indicated) that academic aptitude and emotional organization increase students' happiness in general. These results indicate that the more experience we have with emotional regulation and academic aptitude, the more we experience happiness and well-being.

Presentation of the results of the sixth hypothesis: There is an effect of the interaction between the variables: gender, specialization, emotional regulation, academic self-efficacy, and their joint interaction on psychological well-being.

To verify this hypothesis, the differences between the mean scores of these variables were first calculated on the mean scores of the welfare scale for the sample of the study sample, and then the linear regression of the predictive power of these variables and their effect on the variable of well-being was calculated.

A- Calculating differences between the variables by using the one-size-fits-all analysis of the levels of well-being of the sample of the study population, as shown by the results of the following table:

Table (13)

Results of Anova analysis of variance to determine the significance of differences between levels of performance according to the variable of well-being

Statistical significance	F value	Average of squares	Degree of freedom	Sum of squares	The level of well-being according to the research variables	
.000	158.465	15035.762	1	15035.762	Between groups	Sex
		94.884	148	14042.831	Within groups	
			349	29078.593	Total	
.000	82.212	10384.383	1	10384.383	Between groups	Specialization
		126.312	148	18694.211	Within groups	
			349	29078.593	Total	
.004	1.990	320.298	32	10249.544	Between groups	Emotional regulation
		160.932	117	18829.049	Within groups	
			149	29078.593	Total	

.000	2.190	300.292	53	15915.487	Between groups	Academic competence
		137.116	96	13163.106	Within groups	
			349	29078.593	Total	

It is evident from Table (13) that the research variables: gender, specialization, emotional organization and academic competence directly affect the psychological well-being of the sample members of students, and that each of the academic competence, gender, specialization and emotional regulation affect in a significant way at the level of (0.01) And (0.05) for the emotional organization of well-being, although the averages in these variables and their impact on well-being varied, the results of the previous tables indicate that females are more well-off compared to males, and also students of scientific specialization have more psychological well-being than students of literary specialization.

B- The predictive ability of these variables on the psychological well-being variable in the study sample:

The results of this sub-hypothesis were calculated using the law of regression analysis to identify the predictive ability of these variables on students' psychological well-being, as shown in the following table:

Table (14) regression analysis of the study variables and their predictive ability on well-being in the study sample

Standard transactions				Non-standard transactions		Sample
the decision	Indication level	T	Beta	ETA box	Regression coefficient	
-	.000	11.678		15.013	175.313	(Constant)
Function	.000	-6.323	.719	.517	-19.731	sex
Function	.000	-4.310	.598	.357	-3.591	Education
Function	.004	-	.740	.547	2-.034	Emotional regulation
Function	.000	.1.990				
Function	.000	-.826	.594	.352	3 -.114	Academic competence

Table (14) shows that there is a positive effect of the research variables on the well-being of the sample members of high school students in Ahmadi Governorate, and that the effect of gender was more predictive of happiness than the rest of the variables, followed by the ability to predict well-being variable of specialization (scientific, literary), Then academic self-efficacy, and finally emotional regulation.

Commentary on the results of the study

The results of the study revealed the role of both emotional regulation and academic competence in improving the level of well-being and self-happiness among the sample members of high school students in the Al-Ahmadi portfolio in the State of Kuwait. The results showed a positive

relationship between these two variables and the psychological well-being list used in this research, as well as The results showed that there were differences between these variables according to gender (males, females), where females were more affluent, self-organized, and academic competence than males. On the other hand, the results showed that students of scientific specialization outperform students of literary specialization in the average degrees of these variables, that is, they are more Luxury, discipline and efficiency in performing their academic work. The results also indicated that the predictive ability of psychological well-being in light of these variables came in the first order, gender, followed by academic specialization, and ranked before the last academic competence, and a final solution to emotional regulation.

Finally. It can be said that a student with greater emotional regulation and academic aptitude is likely to be happier and more well-off than a student with less emotional regulation. These results seem logical as if the emotional regulation is directed towards goals, supported by self-efficacy, in order to reach psychological well-being. Students who value goals in life are happier than those students who lead a vacant life without any life goals, emotional organization and academic aptitude. Hence, it can To conclude that students with academic competence and emotional regulation are more comfortable in their lives, and that they feel more positive and less negative emotions than those without these traits.

As a result, the results indicate the importance of emotional regulation and academic effectiveness in predicting psychological well-being in the study sample. Therefore, it is recommended that educational planners, based on the results of this study and similar studies, design programs to improve the well-being of high school students, especially through training on self-esteem in emotional regulation and academic competence.

This research could be a guide for parents and teachers to increase their happiness by increasing emotional regulation skills and self-efficacy in their children. It is recommended that parents and teachers teach students the skills of emotional regulation and the development of academic competence so that they can raise their level of well-being and happiness in and outside the school environment and make them feel more satisfied with their psychological and academic life.

The proposals:

Conducting studies on study variables in public, private and vocational schools. Identifying the differences between academic competence, school type, specialization, gender, and academic achievement.

- Conducting comparative studies between students who are characterized by emotional regulation and who face difficulties in emotional regulation and its relationship to exam anxiety and academic aptitude.
- Work to activate the role of the student's social and psychological counselor to enhance and develop the emotional organization of students with difficulties in emotional regulation, in order to achieve their academic goals successfully.
- Establishing training programs to enhance the academic competence of students of the literary major, in order to raise a high level of scientific mastery in their academic work.

School authorities, teachers and counselors should take appropriate measures to enhance students' happiness and their well-being in the school environment, and strive to make the school a school of happiness and well-being for all students.

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**The association of Depression in Patients with kidney
Failure & Cancer with some Variables:
A case study of patients at Al-Jazeera Hospital for kidney
Diseases & Surgery
Hospital of the National Institute for cancer, Wad Madany, Sudan**

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Abstract

The study aimed to study the association of depression in patients with kidney failure and cancer with some variables. A case study of patients at Al-Jazeera hospital for kidney diseases and surgery hospital and the National institute for cancer in Wad Madany, Sudan(May 2015).The researchers used the descriptive analytical method based on field study and Aaron Beck Scale of depression adapted to Sudanese environment and a primary data form prepared by the researchers. The research sample consisted of (300 patients) selected by simple random method (150 with kidney failure) (150) cancer. The data manipulated by (SPSS) (T-test and Pearson correlation coefficient and one-way analysis of variance (V) test), the main results were:

1- There are no statistically significant differences in depression according to the type of disease (kidney failure and cancer) (0.167).

2- There are no statistically significant differences in the incidence of depression in people with kidney failure according to type (male and female), whether there are statistically significant differences according to cancer in favor of males.

3- There are no statistically significant differences between depression in patients with kidney failure and cancer according to the educational level.

4-There are no statistically significant differences between groups in the incidence of depression in people with kidney failure according to (age), whether there are statistically significant differences between groups according to cancer.

Key words: Depression, kidney failure, cancer, variables.

Introduction

There are many physical diseases afflict a person, some are easy to treat and transient and others are chronic, doctors find difficulties to treat and need continuous treatment. These diseases affect persons with depressive episodes, obsessive-compulsive disorders, fears and other mental disorders. There are some studies that deal with the relationship of some chronic diseases to some mental illnesses, Basheer (2003) and Fatima (2004), the first dealt with depression and cancer and the second dealt with depression and kidney disease.

The researchers believe that there is an urgent need for more research in this regard and that diseases of kidney failure and cancer have increased in recent time in a striking way, and these diseases may correlate with depression and some other mental illness.

Problem of the study:

Kidney failure and cancer are among the chronic organic diseases that may be associated with some mental disorders, which in turn may increase the severity of the disease, extend its duration and reduce the effectiveness of treatment.

In recent years, the incidence of kidney failure and cancer increased, as a report from the Statistics office of Al Jazeera hospital for kidney diseases and surgery indicated that in (2007) the total number of cases received during this year that required regular hemodialysis (651) cases , (512 males, 75.1%), (100 females,24.9%), but in (2003) (845) cases. (622 Males) (223 females), but there were no accurate percentages for the following years since 2007.

As for cancer, the researchers did not have accurate statistics about the number of patients who attended hospitals. These previous reports indicate an increased incidence of kidney failure, and may apply to cancer and progressively.

For this reason, the study problem can be summarized as the following questions

- 1- Are there any relationship between the incidence of depression and kidney failure and cancer?
- 2- Are there any differences in the incidence of depression in patients with kidney failure and cancer depending on the type of disease (kidney failure and cancer)?
- 3- Are there any differences in depression in patients with kidney failure and cancer depending on the type (male and female)?
- 4- Are there any differences in depression in patients with kidney and cancer failure according to educational level?
- 5- Are there any differences in depression in patients with kidney failure and cancer according to age?

Importance of the study:

- 1- The importance of the study stems from the importance of the subject (The association of depression in patients with kidney failure and cancer with some variables) and the study sample
- 2- This study may come out with results that help patients

Objectives of the study:

- 1-Studying depression in kidney failure and cancer, and its relationship to some variables for patients attending Al-Jazeera hospital for diseases and surgery of the kidneys and the Institute of nuclear medicine and oncology in Wad Madany.
- 2- Studying the differences in depression according to the type of disease (kidney failure and cancer).
- 3- Studying the differences in the incidence of depression in people with kidney failure and cancer according to the type (male and female).
- 4- Studying the differences in the incidence of depression in people with kidney failure and cancer according to the educational level.
- 5- Study the differences in the incidence of depression in people with kidney failure and cancer according to the age.

The hypotheses of the study:

- 1-There are statistically significant differences in depression according to the type of disease (kidney failure and cancer).
- 2-There are statistically significant differences in the incidence of depression in people with kidney failure and cancer according to the type (male and female).

3-There are statistically significant differences between depression in patients with kidney failure and cancer according to the educational level

4-There are statistically significant differences in the incidence of depression in people with kidney failure and cancer according to the age.

Method of the study:

The researchers adopted the descriptive analytical method based on field study.

Procedures of the field study:

Study Population:

The study population consists of patients attending Wad Medany hospital for kidney diseases and surgery and Wad Madany hospital for nuclear medicine and diagnosis and treatment of tumors (January-May-2015).

Study sample:

The study sample consisted of (300 patients) selected by simple random method (150) with kidney failure (150) cancer, from the patients attending the hospitals mentioned above.

Study tools:

Primary data form includes variables (gender, educational level and age) and Aaron Beck scale of depression adapted to Sudanese environment.

Statistical method:

The data manipulated by (SPSS) (T-test, Pearson correlation coefficient and one-way analysis of variance (V) test)).

Limitations of the study:

Objectivity Limits: The association of depression in patients with kidney failure and cancer with some variables Location Limits: Al-Jazeera hospital for kidney diseases and surgery and the national cancer institute hospital in Wad Madany Duration: January-May-2015

Theoretical framework:

Depression:

Definition: A mental illness characterized by a change in mood from a feeling of sadness ranging from mild depression to extreme, it is relatively constant and continuous for days or even years and associated with changes in behavior.

It can occur in many physical, psychological illnesses and distinctive natural feeling of mourning and sadness (El Ashry, Tawfik, 2001).

WHO (1999) defined it in taxonomic guide to mental disorders ICD10 that(It is an emotional disorder that appears with psychological and physical symptoms that reflect the patient's suffering and mood disorder and interferes in the occurrence of that disorder environmental, cultural, personal, biochemical and genetic factors).

Beck (1979) defines depression as a condition of a specific change in mood (sadness, loneliness and indifference), a negative self-concept with a desire to escape and death and a decrease in the level of general activity.

The Diagnostic and statistical manual of psychological and mental diseases, Fourth Edition DSM4 (American psych-association, 1994) (Depression is a widespread disorder that needs treatment, its

prevalence ranges from (2%) in Taiwan to (5%) in America, and above (15%) in France and Lebanon. WHO statistics indicate that the percentage reaches (5%) of the total world population who suffer from depression).

Classification of depression: WHO (1999) mentioned in the tenth revision of the International classification of diseases classifies depression within affective disorders as an emotional disorder into

1-Mild depressive seizure: It requires the presence of two of the most typical and common symptoms. He finds it difficult to continue his work and practice various activities, but he often never stop performing completely.

2-Moderate major depressive episode: There should be three of the most typical symptoms in addition to three (preferably four) of the others and he suffers from a depressive episode is only able to continue its daily activities with great difficulty (ibid).

3-A severe depressive episode: That is not accompanied by psychotic symptoms: In this episode, the person usually shows severe distress or irritation, motor deficiency is a prominent feature and suicide is a confirmed risk in particularly severe cases, in addition to mild and moderate symptoms, the symptoms must be severe and the seizure should normally last for at least two weeks.

4-Severe depressive seizure accompanied by psychotic symptoms: The previous episode in addition to delusions, hallucinations or depressive stupor. Delusions usually include thoughts of guilt, poverty, or anticipating disasters and auditory and olfactory hallucinations that are in the form of accusing him or dirty smells and hallucinations.

5-Recurrent depressive disorder: It is characterized by the occurrence of depressive episodes and is diagnosed with the presence of diagnostic evidence for a depressive episode with a history of depressive episodes without a history of manic episodes.

Causes of depression:

1-Genetic factors: Corell W.et al (2003) stated that (There is some evidence for the effect of biological factors in the tendency to major depression disorder (major depression disorder of monozygotic twins is estimated at 50% while it is estimated to occur in dizygotic twins about 35%).

2-Biochemical factors: Abdul Basit (2000) stated that (Many studies indicated that the mood is regulated by a group of chemicals called neurotransmitters and that individual's natural behavior requires the balance of these chemicals, while their disorder plays an important role in causing emotional impairment which is represented by a decrease in nor epinephrine and serotonin.

3-Psychological factors: Jack W.MC Aninchk (2004) mentioned experiences that could be a contributing factor to depression such as

1-Severe deprivation that leads to low self-concept, loss of self-confidence.

2-Children went through an experience of isolation due to disability and lack of learning social skills that leads to a feeling of inferiority.

3-The mismatch between the concept of a realistic self, which includes the individual's view of his physical, values and beliefs with the concept of social and ideal self.

4-**Personal reasons:** Biological, chemical, environmental and psychological factors interact with personal factors to determine the extent, response and severity (Introverted personality).

5-**Cultural reasons:** Kamal (2001) pointed out that many scientific studies have shown a clear disparity between percentage of depression in different countries according to cultural, social and religious aspects. These studies have shown that some cultures help to root the concepts of pain and sadness in the hearts of individuals and thus it rewards feeling of depression as an aspect of the emotional life of its members, and this is clear in styles of poetry, music, dance, singing and other forms of art.

Chronic illnesses: Lioyd G. G, (1999) mentioned that individual's affliction with a chronic organic disease is one of the main causes of mental illness, and he called it (Predisposing factors). He also mentioned the same reason when speaking about reinforcing reasons for the persistence of mental illnesses while the occurrence of severe organic disease and exhaustion of forces is a precipitating factor these chronic diseases such as cancerous tumors, AIDS, heart disease, kidney failure and typhoid.

Diagnosis of depression: WHO (1999) indicated that there are main symptoms of diagnosing depression, lack of focus, attention, difficulty in thinking, low self-esteem, feeling losing value and feeling guilt for an unworthy cause, pessimism , negative outlook for the future, suicidal thoughts or attempts to self-harm, sleep disturbance and anorexia.

Treatment of depression: Prevention through mental health and strengthening spiritual aspects or treatment by drug therapy with anti-depressants, ECT and psychotherapy.

Kidney failure:

Merck (1997) mentioned that (Kidney failure is the occurrence of deficiencies in the kidney process and functions, which leads to a general imbalance in the human body) and he referred to two types of kidney failure:

1-Acute kidney failure: Appears quickly because of several reasons that the kidney may not be related to. Its causes are known and can often be prevented and treated.

Kidney insufficiency: It is a clinical condition caused by a number of pathogens that lead to disruption or deficiency in the function of the kidney, usually the period is short and the artificial kidney may help the patient during this period of kidney failure.

Causes of kidney failure: Farhat (1998) mentioned that there are primary diseases that cause kidney failure (Infections, the most common is what is called cystitis, which affects the internal

membranes of the bladder, and here shows the importance of periodic examination of urine, diabetes, high blood pressure, schistosomiasis, and hereditary diseases such as polycystic kidney disease and misuse of analgesics.

Saleh (2012) divided kidney failure into two types:

1-Acute renal failure: The causes of this condition are healthy, but severe kidney failure occurs because of severe low blood perfusion (lack of blood or liquid plasma). In this case, the kidneys are healthy but the injury is caused by a blockage in the urethra (bladder - ureters). This blockage is caused by a gallstone in the urethra, a cancerous tumor, fibrosis or an enlarged prostate, that the kidneys are exposed to severe inflammation and then the occurrence of severe deficiency in their functions from the causes leading to severe inflammation of the kidneys.

2-Chronic renal failure due to the effect of kidney tissues on diseases, whereby purification units are gradually destroyed that lead to a deficiency in the work of the kidney and its functions, which leads to an imbalance in the human body.

Chronic kidney failure is the decline in normal kidney function and is the end-stage in kidney failure; the most important causes are schistosomiasis, urinary obstruction, diabetes.

Diagnosis of kidney failure:

Farhat (1998) pointed to some ways of diagnosing kidney failure

1-Clinical examination of the patient, blood pressure, the condition of blood supply in his body and knowledge of the causes of urinary retention or decreased.

2-Microscopy and a blood sample is taken from the patient to analyze the ratio of urea or creatinine.

3-Examination of the abdomen with the sonar apparatus (ultrasound) and the urine pressure or osmolality, If the cause of renal insufficiency is due to the pre-kidney reasons, the azmolality is high (500 mm Uzmol) while the urine concentration is (300 mm Ozbol) in the case of duct retention urine.

4-Take a sample from the kidney and examine it if the secretion is still vague.

5-Analysis of urea in the blood. Urea is the product of extracting proteins in the body that comes out with the urine of a natural person, but rises in the blood in the case of kidney failure.

Treatment of kidney failure:

According to Farhat (1998), treatment of kidney failure includes industrial kidney, kidney transplant and peritoneal or bloody washing and for chronic kidney failure includes

1-Diet: Reducing the amount of proteins (found in eggs, meat, and legumes) that he consumes and compensate for them with sugars, carbohydrates or fats, as well as reducing the amount of salt and potassium (found in nuts, bananas, oranges, mandarin, and grapefruit).

2-Medications: The patient is given the following medications: (D-vitamin), aluminum hydroxide syrup (Erythropoietin) to treat anemia, blood pressure lowering drugs.

3-Dialysis: Purifying the blood from toxic substances by treating it with a dialyzing fluid (its composition is similar to plasma synthesis).

4-Kidney transplantation: Has great benefits for those with terminal (chronic) kidney failure. An implanted kidney can replace the endocrine gland function as well as emptying function of the normal kidney, and this allows a cycle to restore the formation of red blood cells.

Kidney diseases in Sudan:

The number of treatment centers in the year (2011) reached 56, the number of patients (4521) the number of deaths (849), kidney transplantation (198).

There is an increase in the number of patients, who continue to have hemorrhagic clearance from (3332) in (2006) to (5370) in (2011),

Number of emergency patients increased from (3292) in the year (2008) to (9500) In (2011), accompanied by opening of (13 centers) in Khartoum, an increase of (54%) and (18 centers) in the states, an increase of (66%), with the addition of (353 machines), an increase of (57%), and that was accompanied by new models from Swedish (Qambro) –AK96), (100 machines). For the first time, (B Brown) machines (100 machines) enter the public sector centers in the year (2009).

Previous studies:

Many studies were studied by the researchers dealing with renal failure and its relationship to some mental disorders at the local level made by:

Abdel-Fattah (2002) aimed to measure the effectiveness of the self-care program as a guiding method for patients with kidney failure (Ibn Siena - Khartoum).

The results indicated that the self-care program has a statistically significant effectiveness in raising the level of self-care for kidney failure, but it is not affected by the gender variable.

The self-care program used is statistically effective in improving attitudes towards patients and oneself, and the self-care program used has statistically significant effectiveness in improving the form and nature of life for a patient with kidney failure.

Al-Bushra (2010) studied depression in patients with kidney failure and its relationship to some other variables.

The level of depression in males reached (48%) and in females (52%), and there are statistically significant differences in the incidence of depression depending on the gender in favor of females, and according to age for the benefit of the age group of (21-30) years, and according to the educational level in favor of the low educational level,

Bashir (2002) entitled depression among cancer patients and its relationship to some variables, and the most important results of the study that there are differences in the degrees of depression according to the type.

Al-Hassan (2004) aimed to know depression in women with cancer and its relationship to some variables.

The most important results, the presence of a statistically significant proportion of patients suffering from depression at levels above average, the absence of a relationship between the length of illness and depression, the absence of a correlation between age and type of treatment and depression.

Al-Wasilla (2008) entitled psychiatric anxiety in patients with kidney failure, and the most important results. There is a statistically significant relationship between the incidence of psychological anxiety and the incidence of kidney failure and other diseases.

There are statistically significant differences in the different levels of anxiety among individuals of the sample due to educational level; there are statistically significant differences in different levels of anxiety among individuals of the sample due to the benefit of females.

Arab and International studies:

Gudex (1995) studied the quality of life for patients with kidney failure according to different forms of treatment; he found that patients who performed kidney transplantation less disruptive than patients with dialysis with regard to organic disease did and patients who performed kidney transplants less disorder than patients with dialysis with regard to mental illness do.

Furla (1998) studied psychosocial factors for patients with dialysis and washing.

Among the most important results of the study was that psychosocial services reduce the negative effects of patients with kidney failure.

Al-Amrani and Bilal (2001) King Khalid university hospital center, Abha city aimed to determine the factors that affect the process of adaptation with washing, such as the economic situation, extended family regularity and the purpose of the study is to know mental disorders caused by dialysis in order to develop new concepts that help to improve quality of patient health, among the most important results of the study:

Depression is the most common disease associated with kidney failure among patients, 71% according to DSM4 (American psych-association, 1994).

Abdel-Karim (2009): Measured the effectiveness of the self-care program as a guiding method for patients with kidney failure (Ibn Siena - Khartoum).

The sample consisted of (15) patients presenting kidney failure at Ibn Sina specialized hospital for the year 2006, who were partially chosen through the block, male and female, who were not subject to any guidance intervention or independent psychological treatment. The results were as follows: the self-care program used has a statistically significant effectiveness in raising the level of self-care for kidney failure.

The effectiveness of the self-care program is not affected by the gender variable.

Studies dealing with cancer and its relationship to some mental disorders:

Basheer (2002) Depression in cancer patients and its relationship to some variables. The study was conducted on cancer patients in the age group (30 - 80 years) at Al-Jazeera hospital for radiotherapy Wad Madany April 3, 2001 - August 2001. Study sample: (80) patients (28 males - 52 females) and the most important results of the study were:

There is a statistically significant relationship between depression and the low educational level.

There is no relationship between the patient's age and the degree of depression.

There is no relationship between gender (male, female) and degree of depression

Blumberg et al (1954) The Psychological assessment of cancer patients.

The sample was (25) male patients, as they performed a multi-faceted Minnesota scale test for male cancer patients who had multiple types of tumors and then selected (25) patients with a calculated survival time from the date of the first presentation of duration equal to or less than 25% of their expected type of cancer and (25) patients with equal or more than 75% of the patients were expected to be chosen during the calm period. so that the patients were of comparable ages - nationalities - religions, social status, and IQ. The study found that there are very high levels of depression and anxiety in patients with rapid progression and development of the disease.

Akhtar et al (non-medical factors associated with mental disorders in cancer patients).

The study aimed to find out the non-medical orthopedic factors associated with mental disorders of cancer patients is a study conducted for elderly cancer patients

The study was conducted at the Prickly Khanum cancer hospital in Lahore center, Pakistan, in the January to December 1999. For 224 cases. A clinical psychologist interviewed new cancer for older patients and data was collected on non-medical factors (age, gender, social support system, family atmosphere and marital status) and then analyzed with SPSS

The study found that 142 (63.4%) of the cases recorded non-medical factors as causes of mental disorders, and 82 (36.6%) of the cases wrote their reasons as medical.

Ten sources were reported to be the most frequent cause of the unrest.

It was noted that the family support system and the general climate of the family have a significant relationship with these disorders, while other variables (age - gender - marital status) have no significant relationship with non-medical factors

Fatima (2006) Psychological anxiety in cancer patients and its relationship to some variables aimed to know the relationship between psychological anxiety in cancer patients and some other variables.

The study was conducted on cancer patients at Al-Jazeera hospital for radiotherapy - Wad Medany

(112) patients (45) males (67) females. There were no statistically significant differences in the incidence of psychological anxiety in cancer patients according to type (male, female).

Comments:

- 1-There is a correlation between the education level of cancer patients and the degree of depression.
- 2- Cancer is progressing rapidly with an increased rate of depression for patients.
- 3-The variables (age, gender and marital status) had no relationship with mental disorders (depression).

Method and procedures of the field study:

It contains a primary information questionnaire designed by the researchers, contains the study variables and Beck depression scale (1961) adapted to Sudanese environment.

Methodology: The researchers used the descriptive method that is suitable for this study because it leads to describe and interpret the behavior (Cohen 1990).

Study population: consists of patients at Al-Jazeera hospital for kidney diseases and surgery Hospital of the National institute for cancer Wad Madany.

Study sample: Abu Allam (2003) defined it as a subset of society with common characteristics. The researchers used simple random method to select (300 patients) (150 with kidney failure) (150 cancer. The data manipulated by (SPSS) (T-test, Pearson correlation coefficient and one-way analysis of variance (V) test).

Table (1)

Kidney failure

Variables		dimensions
Gender	1	Male
	2	Female
Age	1	18-30 years old
	2	31-45
	3	46-55
	4	56 and more
Academic level	1	Illiteracy
	2	Quranic
	3	Primary
	4	Secondary
	5	University
	6	Postgraduate education

Table (2)

Cancer

Variables		dimensions
Gender	1	Male
	2	Female
Age	1	18-30 years old
	2	31-45
	3	46-55
	4	56 and more
Academic level	1	Illiteracy
	2	Quranic
	3	Primary
	4	Secondary
	5	University
	6	Postgraduate education

Frequency table (3)

age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	.3	.3	.3
	1	32	10.7	10.7	11.0
	2	45	15.0	15.0	26.0
	3	74	24.7	24.7	50.7
	4	60	20.0	20.0	70.7
	5	88	29.3	29.3	100.0
	Total	300	100.0	100.0	

Table (4)

educa

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	63	21.0	21.0	21.0
	2	28	9.3	9.3	30.3
	3	102	34.0	34.0	64.3
	4	49	16.3	16.3	80.7
	5	57	19.0	19.0	99.7
	6	1	.3	.3	100.0
	Total	300	100.0	100.0	

Table (5)

gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	163	54.3	54.3	54.3
	2	137	45.7	45.7	100.0
	Total	300	100.0	100.0	

s tage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	99	33.0	33.0	33.0
	2	83	27.7	27.7	60.7
	3	97	32.3	32.3	93.0
	4	21	7.0	7.0	100.0
	Total	300	100.0	100.0	

Data collection tools: The tool is the means or methods used by the researchers in collecting the necessary information to address the problem of study and verify the validity of hypotheses and access to results. The researchers used two forms; a basic information form included the demographic variables of the study and Aaron Beck scale of depression.

Validity: The scale was presented to five colleagues from department of psychology and they pointed out that the scale measures what was prepared for, and the dimensions are clear and measured directly.

Study procedures: The scale was applied by the researchers (field study) 2015.

Statistical analysis: After collecting data, the researchers coded the variables of the study and then unloaded and tabulated, and subjected to statistical analysis, where all data entered into the memory of the computer using the statistical package of social science (SPSS) using the explanation provided by Abu Allam (2003) for statistical analysis.

Results of the study, discussion and interpretation:

The findings of the study are presented through the data collection tools used by presenting each hypothesis and the results related to it, and then commenting on them and the results of the current study are:

1-Presentation and discussion of the first hypothesis (There are statistically significant differences in depression according to the type of disease (kidney failure, cancer).

To study this hypothesis, the researchers used T- test for the two independent groups. The result of the analysis showed the following table:

Table (7)

T-Test to know the differences in depression in patients according to the type of disease

Variables	type	number of cases	Theoretical Mean	Standard deviation	T value	value	statistical significance
Depression	kidney failure	150	15.61	9.01	1.38	0.167	There were no statistically significant differences between the two groups
	Cancer	150	17.33	12.20			

There are no statistically significant differences between the two groups (0.167)

The study differed with Blumberg (1954) result that showed (having very high levels of depression and anxiety in patients with developing cancer).

Study made by Iqbal and others (1999) indicated that (63%) of the cases recorded non-medical factors as the causes of mental disorders among them (depression) and only a few (37%) of the cases had medical causes.

The study also differed with what Alwasila (2008) went to with regard to some mental disorders (psychological anxiety) entitled psychiatric anxiety in patients with kidney failure, and the most important results (There is a statistically significant relationship between the incidence of psychological anxiety and the incidence of kidney failure and other diseases).

The study also differed with Al-Amrani and Bilal (2001) King Khalid university hospital center, Abha city (Depression is the most common disease associated with kidney failure among patients, (71%) according to DSM4 (American psych-association, 1994).

The researchers see no differences due to the fact that the complications of these diseases (socio-psychological, physical and economic) are similar and thus affect the patient in a convergent manner, which may lead to similarity in symptoms and thus the absence of statistically significant differences.

2-Presentation and discussion of the second hypothesis :(There are statistically significant differences in the incidence of depression in people with kidney failure according to type (male and female) and to verify the validity of this hypothesis, the researcher used T-test for independent groups.

The result of this procedure showed the following table

Table (8)

T- Test to know the differences in depression and kidney failure according to type

Variables	Gender	number of cases	Theoretical Mean	Standard deviation	T value	value	statistical significance
Depression	male	100	15.20	9.31	0.659	0.511	There were no statistically significant differences between the two groups
	female	50	16.30	8.42			

There are no statistically significant differences between the two groups

The study agreed with Basheer (2002)) (The most important results of the study is that there is no relationship between gender (male, female) and degree of depression).

The study differed with Al-Bushra's study (2010) on depression in patients with kidney failure and its relationship to some other variables, the level of depression in males reached (48%) and in females (52%), and there are statistically significant differences in the incidence of depression depending on the gender in favor of females.

3-Presentation and discussion of the third hypothesis: This hypothesis states that (There are statistically significant differences in the incidence of depression in people with cancer according to type (male and female) and to verify the above hypothesis, the researchers used T-test for independent groups., this procedure showed the following results.

Table (9)

T-Test to know the differences in depression in cancer patients according to the type

Variables	Gender	no of cases	Theoretical Mean	Standard deviation	T value	value	
Depression	male	63	13.90	9.60	2.95	0.004	There are statistical significance differences between the two groups in favor of males
	female	87	19.70	12.30			

There are statistical significance differences between the two groups in favor of males.

It differed with

1-Bashirs study (2002) showed there was no difference in the incidence of depression depending on the gender variable.

2- Blumberg et al (1954) (The psychological assessment of cancer patients) while other variables (ages) have no significant relationship with non-medical factors.

3-Fatima (2006). Her study was about anxiety as a mental disorder associated with cancer and included (112) patients (45) males (67) females. There were no statistically significant differences in the incidence of psychological anxiety in cancer patients according to type (male, female).

4-The presentation and discussion of the forth hypothesis :(There are statistical significance differences between depression in patients with kidney failure according to the educational level) and to verify the validity of the hypothesis above, the researcher used the Pearson correlation, the result of this procedure showed the following results:

Table (10)

	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	539.338	4	134.834	.919	.455
Within Groups	22012.559	150	146.750		
Total	22551.897	154			

There are no statistical significance differences between depression in patients with kidney failure according to the educational level.

5-The presentation and discussion of the fifth hypothesis :(There are statistically significant differences between depression in patients with cancer according to the educational level) and to verify the validity of the hypothesis above, the researcher used the Pearson correlation, the result of this procedure showed the following results:

Table (11)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	501.338	4	126.834	.911	.443
Within Groups	22060.559	150	152.750		
Total	22561.897	154			

There are no statistical significance differences between depression and cancer according to the educational level.

Kamal (2001) pointed out that many scientific studies have shown a clear disparity between the percentage of depression in different countries according to cultural, social and religious aspects. These studies have shown that some cultures help to root the concepts of pain and sadness in the hearts of individuals and thus it nourishes the feeling of depression as an aspect of the emotional life of its members, and this is clear in the styles of poetry, music, dance, singing and other forms of art.

Al-Bushra (2010) pointed out that there are statistically significant differences in the incidence of depression depending on the educational level in favor of in favor of the low educational level.

Basheer (2002) pointed out that (There is a statistically significant relationship between depression and the low educational level).

It differed with Basheer (2002) mentioned (There is a statistically significant relationship between depression and low educational level).

It also disagreed with the study of Abdul Basit (2000) which confirmed the high level of anxiety and depression among students.

The researchers' belief that the educational level has an effect in reducing level of depression because it increases knowledge and awareness related to the disease and its prognosis, which may reduce the severity and complications of the disease.

However, the results indicated that there are no statistically significant differences, and this may be attributed to the size of the sample and its representation or the conditions for applying the sample are beyond the researchers' control.

6-The presentation and discussion of the sixth hypothesis :(There are statistically significant differences between depression in patients with kidney failure according to the age) and to verify the validity of the hypothesis above, the researcher used one-way analysis of variance (V) test to find out the differences between more than two averages, and the result of this procedure showed the following results:

Table (12)

Test of mono-contrast analysis to determine the differences according to the age (18-25, 26-35, 36-45, 46-55, over 56 years)

Variables	source of contrast	Sum of squares	D F	Average of squares	F value	the value Probability	statistical significance
Depression	Between groups	75.86	2	37.9	0.464	0.630	There were no significant differences between the groups in depression
	Within groups	12023.7	47	81.79			
	total	12099.5	49				

There were no statistically significant differences between groups in depression in patients with kidney failure according to age

Al-Bushra (2010) mentioned that there are statistically significant differences in the incidence of depression depending on the gender in favor of females, and according to age for the benefit of the age group of (21-30) years.

It differed with Basheer (2002) (There was no difference in the incidence of depression according to the variable of age).

7- Presentation and discussion of the seventh hypothesis :(There are statistically significant differences between depression in patients with cancer according to the age) and to verify the validity of the hypothesis above, the researcher used one-way analysis of variance (V) test to find out the differences between more than two averages, and the result of this procedure showed the following results:

Table (13)

Test of mono-contrast analysis to determine the differences according to the age (18-25, 26-35, 36-45, 46-55, over 56 years)

Variable s	source of contrast	Sum of squares	Degree of freedom	Average of squares	F value	the value Probability	statistical significance
Depress ion	Between groups	4922.6	3	1640.8	13.6	0.001	There were significant differences between the groups in depression
	Within groups	17510.65	146	119.93			
	total	22433.3	149				

There are statistically significant differences in depression in cancer patients according to the age. Differences between more than two averages. The result of the analysis showed the following table:

Table (13) shows (There are statistically significant differences between groups in depression. It differed with Blumberg et al (1954) (The psychological assessment of cancer patients)

Gender has no significant relationship with non-medical factors.

Conclusion of the study:

Summary of the most important results:

1- There are no statistically significant differences in depression according to the type of disease (kidney failure, cancer) (0.167).

2- There are no statistically significant differences in the incidence of depression in people with kidney failure according to type (male and female). Whether there are statistically significant differences in the incidence of depression in people with cancer according to type between male and female in favor of males.

3- There are no statistically significant differences between depression in patients with kidney failure and cancer according to the educational level.

4- There are no statistically significant differences between groups in the incidence of depression in people with kidney failure according to (age), whether there are statistically significant differences between groups according to cancer.

Recommendations:

1- Conducting a counseling program for hospital staff of cancer, kidney failure and patients families on how to deal with the disease and relieve the associated psychological disorders.

2- Developing a counseling program for patients families and support for psychological research in this aspect.

Suggestions:

1- Conducting a study for children under 18 years.

2- Designing a counseling program and psychological treatment for patients with kidney failure and cancer who suffer from associated depression.

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**Prospects for Online EFL Instruction for
Sudanese Tertiary and Secondary Levels**

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Abstract

The educational system from elementary to tertiary level has been tremendously disturbed during the lockdown period of the novel coronavirus disease not only in Sudan but also across the whole globe. Educationalists have been wondering whether the pandemic will change education forever to switch from in-class learning to virtual instruction. This study is a visualization to predict the image of English language teaching amid and after the pandemic and to forecast the roles that the Sudanese EFL course-designers and teachers can play in the online instruction modes Also, how the new trends in teaching English that rely entirely on the web and social media tools such as WhatsApp, Instagram, Messenger, etc , and be adopted for the Sudanese basic education to tertiary level and the strategies for developing and implementing materials for virtual EFL instruction to Sudanese students. The paper also aims to find out what strategies teachers need to prep themselves to teach their students effectively. The paper employs interviews to study the perceptions of teachers on online teaching and evaluation strategies. The interview questions involved the required essentialities of online teaching and learning in education amid the COVID-19 pandemic and how EFL course designers can effectively transform language learning materials into online instruction. The results showed that it is extremely critical that both teachers and course designers respond to these urgent curricular needs of teaching English via the Internet as well as the significance to train the English language teachers for this purpose.

Keywords: Online and virtual EFL Instruction, Instagram and WhatsApp messenger social media tools, COVID-19 pandemic.

Introduction

In-class teaching modes have faced serious challenges of persistence amid the novel coronavirus disease. Accordingly, the question whether English language teaching as well as the other subjects, will continue to be in classes or online to help students to learn at home have been intensively investigated. Bakia et al (2012) defined the term “online learning” to refer to a wide range of programs that use the Internet to provide instructional materials and facilitate interactions between teachers and students. Is it expected that online learning might be adopted fully online for the Sudanese basic and tertiary levels, with all instruction taking place through the Internet, or will the online instruction be combined with face-to-face instruction as perceived by Horn and Staker (2010)? The benefits of language online learning using multimedia have been investigated by Maria (2015) to find out that this teaching mode enhances the students’ ability regarding their conversational skills. Also, Ajjan (2008) advocated that learning online encourages students to

engage in collaborative and creative learning. The aim of this study is to open doors for online EFL teaching approaches to prepare the Sudanese teachers and students to engage in online instruction. The study will also suggest online EFL course-designing strategies that language course designers and teachers might implement to teach English language online. The existing language-teaching materials available on the web and social media tools comprise a set of YouTube, WhatsApp, and Facebook files that combine videos, sounds and/or texts to help students learn and practice the language. How these materials can be adapted to match the needs of the Sudanese EFL learners at the basic and tertiary levels is a critical objective of this study. Additionally, what these innovated online teaching modes might require in terms of the education and training equipment by the Sudanese Ministry of Education is another important area to consider.

Objectives of the Study

The main objective of this study is to help the Sudanese EFL course-designers and teachers to provide appropriate online EFL materials and instruction to the Sudanese EFL students at the basic and tertiary levels.

Statement of the Problem

Due to the severe effects Covid-19 pandemic to force education to move from in-class to online instruction, and in order to respond to concerns of providing accurate online instruction, serious and effective steps have to be taken through research on: How the Sudanese EFL course-designers can provide appropriate online EFL materials for teachers at the basic and tertiary levels, what technology and online teaching requirements are critical for EFL teachers to adequately teach English to their students? Additionally, what education and training equipment should the Sudanese Ministry of Education make available to ensure accurate online instruction. And finally, how can students be counseled to study fully or partially online.

Methodology of the Study

This study implements qualitative interviews as a research method to gain the EFL teachers' opinions on the prospects of online EFL instruction for Sudanese basic and tertiary levels. As for the study sample, all the selected EFL teachers for the interview teach English in the basic and tertiary levels in Khartoum State. Their teaching experience vary and the duration of their experience was counted from the year they were awarded their degrees. These EFL teachers have been carefully selected on the basis of their use and understanding of the existing online EFL materials. They have actually been using the existing online EFL materials to expand the English curriculum for the basic and tertiary levels. Four of them had Masters' degree in English or Linguistics while the rest were B. A. holders in ELT or English language. As for the levels they were teaching, seven of them teach English to secondary school students while three of them teach in the basic levels. Concerning their gender, there were seven male teachers while the rest were females.

The interview questions elicited the EFL teachers' opinion on the challenges they think might face online instruction for basic and tertiary levels and the effects that virtual instruction might have on the EFL students. Of considerable importance too, are the course designers' roles as well as the classroom teachers' in the online instruction modes. The interview also elicited the teachers' opinion on whether the online materials available through the social media are suitable for online

teaching and learning and whether these materials can be adopted for teaching the Sudanese students in basic and tertiary levels, and what media (audio, video or textual) the existing EFL online materials are more focused on. As for the pedagogical requirements to ease the switch to online learning, the interview questions addressed the affordability of the Ministry of Education to provide technology equipment and to launch teachers' training to satisfy the online instruction requirements. The interview also involved the issue of motivation to learn virtually by both teachers and students. In other words, whether collaboration will be fostered among the teachers or among the students to benefit more from this innovative mode. The interview questions lastly addressed the issue of fairly grading the students' performance using online assessment method.

Administration of the Interview

With the novel online teaching technology that not many Sudanese EFL teachers are familiar with, the selection of a sample from these teachers was carried out carefully to make sure that the interviewees involved in this study are familiar with the use of the existing online EFL materials; and have developed attitudes on what these novel teaching modes require, as well as what they might suggest for keeping their students engaged. The interviewees were allowed to provide as much feedback as possible to state their opinions with much adherence to the sequence of the questions.

Validity and Reliability of the Instrument

To ensure that the findings of this study are valid and reliable the interview was conducted by the same interviewer using the same sequence possible, and with much focus on the core of the questions that followed the same sequence.

Literature Review

Previous Studies

In a study entitled: "Social Media in English Language Teaching and Learning" Li (2017), which investigated the use of social media tools such as YouTube, Blogs, Forums and Wikis in teaching, the researcher found out that the top three tools that are used for learning English are YouTube, Facebook and WhatsApp, with YouTube being the most prominent tool both daily and weekly, followed by Wikis and Facebook. WhatsApp also reflected the students' preference of tools for English learning but not as frequently as the other social media tools. The results of the study showed that students favor using social media with classmates more than engaging with their classroom teacher, especially in students' sharing with and obtaining materials from each other to complete assignments. The study recommended that educators should promote knowledge sharing in terms of collaborative learning to help students to engage more effectively in group team work. Also, Pearson Learning Solutions and Babson Survey Research Group in the US (Seaman, 2013) conducted a survey on the use of social media. The results showed intensive use of Wikis, Forums or Blogs to carry out the writing tasks and online discussion while Facebook provided a learning environment for the students to interact. A study that focused on the influence of social media in teaching and learning vocabulary of the foreign language entitled: "The Impact of Social Media on Learning English: A Critical Study in English Language Teaching ELT Context", which was

conducted by Raw Parupalli (2019). The study concluded that social media is powerful to engage students to learn the new vocabulary items. The results also revealed positive students' attitudes towards Facebook-assisted teaching which resulted in a slight improvement in post-test achievement and most importantly, it was recommended that the university under study should catch up with the rapid social and technological changes and give students more responsibility in planning their e-learning activities. In order to determine the language skills to address through specific social media tools, research has been conducted to find out what tool could suit the different skills of learning language basic skills of reading, writing, speaking and listening. Due to its interactive mode of presentation, YouTube is found to be a useful tool to boost vocabulary understanding and practice. In a study that investigated the effects of Facebook-assisted teaching on learning English for specific purposes, conducted by Slim et al (2019), the experiment showed no significant difference between the two groups in terms of achievement though students had extremely positive response and high satisfaction level with Facebook-based materials.

The new online teaching-and-learning method of e-learning and out-of-class online instruction have started to become alternative learning styles since 2006 especially during the SARS period but the Covid-19. It is noticeable that Sudanese students have been using this new learning method on unofficial basis for a variety of learning tasks. The most common unofficial tools among Sudanese students involve YouTube and Facebook. EFL students in particular, most frequently use these tools to exchange videos, texts, images and that can help them practice the foreign language. Li (2017) stated that these tools are common among students of English language because they are packed and stacked with a number of videos for teaching-and-learning purposes. In addition to the three Moodle built-in tools: Wiki, Forum and Blog, these have been the four so-called official teaching and learning tools used in the English language department such as YouTube there is also the use of unofficial tools (i.e. Facebook and WhatsApp) that students voluntarily use to exchange course materials. According to Phasita (2017) what made social media play a distinguished role in foreign learning and teaching is its feature of technology-supported learning tool for public and tutorial use, in addition to the ability of these tools to create digital social media that makes vocab presentation exciting and interactive. Woo et al. (2007) maintain that multimedia materials can enhance students' motivation to learn the language.

The reason why YouTube is the most frequently used tool for English language learning as stated by Li (2017) is that the English language department has created several videos for teaching purposes and that it has exhibited its ability in picture-sharing, wall-posting, and music-sharing. But the question whether all these videos are appropriate for foreign language learning is critical because not every material matches the learning objective and not every learning objective is systematically addressed in the e-learning tasks. Accordingly, it is critical to find out how the content of the Sudanese EFL curriculum can be reshaped into e-learning materials, what additional e-learning materials are required to provide for the essentials of e-learning. The use of Web tools to remotely learn English also involved LinkedIn, Twitter, Instagram, We Chat, and Weibo for both required and non-required course-related materials. Wiki, Forum and Blog are also useful tools for developing EFL students' writing skills remotely. The Sudanese Ministry of Education through its EFL course-designers and language teachers can invest the implications of these findings to provide for better learning strategies to Sudanese EFL students.

Vygotsky (1978), Harrison and Thomas (2009), and Harrison (2013) stated that Facebook can provide language learners with new prospects of real-time cultural and linguistic interchange. Besides, Van Lier (2004) argued that Facebook provides the conversational features and can represent ideal websites to language learning using images of objects, places, events or things, that can be shared by the students and their language teacher in order to maximize language learning and through the use of podcasts and videos as advocated by Swain (2007). In the recent years, students can benefit from high-performance mobile devices which have enhanced connection and interaction features. This can provide learners with more opportunities of target language contact, thus contributing to the improvement of their academic performance.

Benefits of Online Instruction in the EFL Classroom

Akbari et al (201) investigated the impact of online social networks in terms of enhancing the students' engagement in learning by comparing two different groups; a control group using face-to-face education and an experimental group using the social network Facebook. The study revealed significant differences between the two groups in terms of learning, engagement, and motivation. The conclusions of this study imply significant outcomes for any state intending to move from the face-to-face instruction to online instruction. A state such as Sudan can reduce the hassle of spending on the development of new materials by using existing online materials. A serious challenge that probably faces most Sudanese students at the basic and tertiary levels is the challenge of providing laptop for every learner. This could be solved by mounting a projector or a monitor for the whole class to follow the instruction so that the students can later use cellphones at home.

Another merit in using online EFL instructional tool such as YouTube or Facebook is that motivation and engagement are higher with the use of these tools in teaching and learning. One reason is that the online EFL materials are designed in more attractive ways to the students who study with much more enjoyment than in face-to-face classes. Kuh (2001) stated that flexible interaction with the teachers and peers is another reason why online materials are enjoyed by the students as in the face-to-face environments there is not enough time for establishing interaction and that students show much effort to collaborate with their peers.

As for how recorded online materials on YouTube can help students develop their language skills, Maria (2015) advocated that these materials help students recognize the exact pronunciation and imitate it later and that they can also foster collaborative and creative learning among the students. The wide spread of using social media in language learning brings us to the conclusion that the world will eventually move from the traditional modes of studying a language on textbooks or travelling abroad to learn that language from the native speakers to total virtual language-learning methods over the Internet. With the use of online media, assimilated existence within the environment of the native speakers is possible. Movies, live news, TV shows are all possible means of assimilating the native environment. It is important to note that the language learnt in these contexts is the authentic, spontaneous language with a specific focus on the speaking and listening skills rather than writing skills, typical of formal textbooks. This entails that online learning is moving education toward adopting new ways of language-learning that was largely overlooked in the past teaching methods.

Carlson (2002) listed out some benefits students can gain from the educational technology. It is taken with no doubt that using technology to learn can speed up and increase the efficiency of both instructional and non-instructional teacher activities including students' attendance, grading, textbook distribution, and preparation of administrative reports (Carlson, 2002: 123).

Results and Discussions

Future Trends for the Anticipated Sudanese Online EFL Program

To professionally prep for EFL e-learning, it is critical to address the question whether online EFL instruction face any challenges. Marsha et al (2020) coins Kebritchi et al (2017) who outlined some of the challenges that face this novel teaching modes some of which are (1) access to digital devices and Wi-Fi, (2) the teachers' training issues, (3) course content issues, and (4) how to engage students remotely using a distant computer and make them participate in the learning process. These concerns are true for most of the Sudanese EFL educators who are so resistant to training themselves to implement the online instruction with Web EFL content that has not covered the curriculum yet. Further challenges deal with the educational policies about e-learning programs and the ability to provide the technological devices necessary for e-learning. Further challenges involve class-management and grading the students' performance. All these foreseen problems may never be addressed without making the equipment available with proper language teacher-training. With the limited resources in Sudan, the challenges become much more difficult to solve. Candilio (2015) stated that previous research has shown a set of problems with online learning some of which are: poor level of commitment over time and it is often notice that learners do not show interest to meet long-term learning sessions. All these challenges require careful planning of course, before switching to online teaching.

Online EFL program Requirements for the Sudanese Educators

The social media revolution the whole world is facing, as stated by Samuels (2013:2) where people will be communicating through the Internet using aural, visual, and written discourse, is not always easy. The issue of the techniques EFL teachers need to implement online teaching and how to select from the myriad of multimedia-based materials available is critical to address before any attempts are made for this novel e-learning technology. There are many course-monitoring difficulties to address in online learning environments. Without proper strategies teacher may never handle the instructional tasks professionally.

Welcoming the new era of learning online without any worries will render the learning opportunities detrimental; teachers need to be trained, online equipment needs to be provided, and classes need to be reshaped to accommodate the innovative teaching mode. All these considerations are critical for adopting and accurate online learning instruction for Sudanese Students, not only for EFL learning but also for learning all the school subjects online. Students, on the other hand, are the least to worry as they already use social media to exchange course-related materials with classmates both for learning and for completing assignments. Acheaw et al (2015) stated that students have the habit of using social media for English Learning on daily basis on the average of 3 hours a day. Teachers, however, need the techniques that can help them in planning and developing EFL materials as well as monitoring the progress of the course-work (Rapanta, C. et al 2020), as the task

of manually monitoring and evaluating students' progress specially on homework is one the most cumbersome teacher's task. Luckily, educational online technology can help much in this regard.

Implications for the Sudanese Anticipated Online EFL program

The implications of research finding on students' use of social media per gender involve important curricula concerns. Li (2017) found that female students were inclined to use Instagram whereas male students used Wikis. As for WhatsApp and Forums or Blogs, Li found out that these are used more often by males than females. So, should there be different materials per students' gender? Since both males and females are graded by the same course materials, and since it is important to achieve fair learning opportunities for both genders, it is important that materials be made fair too. This requires that the design of the EFL material should fairly utilize tools attractive for both genders, no gender specific tool should be ignored for the other. In other words, the same e-learning writing material on Instagram should be developed using Wikis to ensure fair learning opportunities for both genders. Accordingly, the implications for the Sudanese anticipated online EFL program can be stated precisely: fair online EFL materials for both genders for fair grading outcomes.

As for the responses to the interview questions, the EFL teachers who were interviewed for this study strongly agreed that the most challenges that will face the switch to online instruction involve the accessibility of educational technology and the preparation of teachers to instruct online. Other challenges the interviewees believe are serious involve the course designers' role as well as the classroom teachers' to provide appropriate online instruction. The question whether the EFL materials currently available online are suitable for virtually teaching students at the basic and tertiary level is responded to differently. Some teachers believe that these materials could be used for that purpose with teachers carefully selecting and expanding or modifying them. Other teachers believe that the design of newer online Materials is critical, arguing that the Sudanese EFL learners have specific objectives that are achievable by specific content. Additionally, they also claim that the media of these materials, being audio, visual or textual, is not carefully weighed over the Sudanese course content for basic and tertiary levels. This group also believes that there is much more focus on some media at the expense of other media. Accordingly, the teachers' agreement to adopting these existing online EFL materials vary tremendously.

Concerning the interviewees' opinions on the pedagogical requirements to ease the switch to online learning, the interviewees unanimously agree that the Sudanese learning environments are not currently prepared for online instruction, and should thus be provided with the necessary educational technology. They concluded that the Sudanese Ministry of Education should prep the learning environments for these students by all possible means. Regarding the staff training to satisfy the online instruction requirements, all the interviewees agreed that this issue is extremely critical for the success of online instruction. Also, some interviewees believe that technophobia and lack of technology training are the main reasons why some teachers, unlike the students, are not fully motivated to teach online. Other interviewees believe that these reasons lie behind the lack of collaboration among the teachers themselves. Other causes of low motivation involve the absence of educational equipment to handle the online teaching mode. On the topic of how to ensure fair assessment for the students using online assessment tools, most interviewees believe that honestly

assessing the students' tasks performed online will not be likely in the absence of appropriate assessment tools.

Conclusion

Most of the results of this study pertained to the importance of the government support for educational equipment and the EFL teachers' training to play their roles effectively for accurate online teaching. It was found out that the strategies to handle students' monitoring and participation remotely are extremely critical for the students' progress in language learning as it is the only way to remotely keep the students motivated and engaged. As for the design of the online EFL materials, it is concluded that the online materials should involve the whole course and consist of tasks covering all the basic skills equally. It is also found out that these online tasks should be fostering interaction between the students' and the teacher as well as between the students with each other. In other words, the language-learning tasks should be fun, easy to use and immediate in providing feedback. Regarding the existing EFL materials available online through WhatsApp, YouTube and the like, teachers recommend that these materials should be selected and redesigned to match the needs of the Sudanese EFL students at the basic and tertiary levels before switching to online EFL instruction.

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Appendix

Focal Questions of the Interview

- **Prologue:** To start with, we are so grateful for your participation in the interview of this study. As you already know, the purpose of this interview is to help EFL teachers and course designers to present accurate online instruction for basic and tertiary levels in Sudan in response to the world moving to online learning due to the pandemic.
 1. To start with, what challenges do you think, face language teaching for basic and tertiary levels to switch from in-class learning to virtual instruction?
 2. Do you think that some language-learning basic skills might be affected by the switch from face-to-face instruction?
 3. What roles can the Sudanese EFL course-designers play in the online instruction modes?
 4. Also, how do you think EFL course designers can effectively transform language learning materials into online instruction?
 5. What about the Sudanese EFL teachers' role in the online instruction modes?
 6. Based on your personal use of EFL materials available through the social media such as: WhatsApp, Instagram, Messenger, do you think these EFL materials can be adopted for teaching the Sudanese students in basic and tertiary levels?
 7. Which of the following online EFL materials do you think are more focused on: audio, video or textual?
 8. Most teachers believe that the Sudanese Minister of Education can't currently afford to provide laptop for each student, what strategies can teachers implement to make students benefit from the minimum use of technology in the English classroom?

9. With regard to the online teaching requirements for Sudanese EFL students in the basic and tertiary levels, what are some of the required essentialities of online teaching and learning in education amid the COVID-19 pandemic?
10. What techniques do you think Sudanese EFL teachers should implement to provide appropriate foreign language learning?
11. Do you think teachers will be welcoming the EFL online instruction?
12. What about the students?
13. In your opinion, how could online EFL materials motivate your students to learn English?
14. In your opinion, do you think students' performance could be fairly managed to equally grade students' assignments done online?
15. How about the collaboration among students? And when their collaborations results into plagiarism, do you think that assessment will be fair?
16. Do you think that EFL teachers should go for technology training to learn how to provide appropriate learning for their students?
17. Do you suggest any training areas for EFL teachers to use multimedia-based materials appropriately?
18. Well, technophobia is often opposed to motivation. Do you think that it will effect online learning for these students?
19. What strategies can be provided for these students to prep themselves for effective online learning?
20. Do you think the current course materials are suitable for online teaching and learning? What amendments do you suggest for EFL course designers to enhance these materials for virtual language learning?