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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 - c. The publisher is required to sign an undertaking that the research is not published and not extracted and may not be published anywhere else.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.
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- 2- The paper should be written in one of the two languages, Arabic or English only.
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- 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.

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Prof. Dr. Kadum al-Addly
Chairman of the Northern European Academy of Sciences and
Scientific Research

Praise be to Allah, Lord of El Alamein, prayer and peace be upon Nabih Secretary Mohammed bin Abdullah and on the good and Tahireen machine

As for the dimension, it is the ninth issue issued despite all the suffering and difficulties facing the magazine and its editorial board, whether financial or logistical. Especially with the conditions of the Corona pandemic and the conditions it imposes on social distancing and the requirements for prevention and health safety, But the determination and solid will to continue the scientific march towards achieving the goals set for the Academy and its scientific journal Urging those in charge of the journal to continue working day and night until the research is completed, the evaluation is followed up and the required amendments are completed, leading to the safety of the research and its validity for publication, And then follow-up printing, typesetting, and outputting the number in its optimal form Hence, many thanks must be expressed to the editorial members, the resident professors and the advisory board Foremost among them is the assistant professor, Dr. Abbas Naji Al-Imami, for the efforts they are making to continue preparing the magazine by publishing on the specified periodic date. . And hard work to ensure the conditions of quality and scientific sobriety of what is published in it.

The current issue includes ten research papers on educational, psychological, economic, legal, social and media topics. Despite the large number of research sent, what is published is limited to the products that contain the conditions set for publication.

In conclusion, the editor-in-chief pledges the honorable reader and researchers to continue working to ensure the conditions of accuracy, honesty and modernity in what is published in order to reach the characteristics that achieve the vision, mission and goals of the journal, by God

Keeping commercial records of the trader

Prepared by



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Abstract

Law requires the trader to keep the assets of trade documents and the edits that support restrictions being received. To facilitate things, law allows the trader to keep pictures instead of the original ones. Despite the fact that the trader is not allowed to facilitate the trade, he still faces the problem of keeping trade documents. Their increased volume makes it necessary to use the computer in organizing commercial documents; therefore, banks and companies can make use of them. The use of microfilm technology based on a micro-photography of documents has the advantage of not only saving effort but also time. The data saved on a microfilm can be retrieved within seconds. This method ensures books and documents secured from forgery. This study shows that the extent to which law accepts this method used by traders to keep trade documents and the supporting edits is good.

Keywords: Business books – Companies- Microfilm – Computer

Objectives of the study:

This study aims to make it easier for the-trader to save his books and edits by a microfilm technology which is based on miniature photography of notebooks and documents.–The ratio of miniature reaches 98% of its size in paper form. Thirty thousand pages of books and documents in their reduced size can be saved in one drawer in the office.

Significance of the Study:

This method ensures: saving effort and time, high-speed retrieval, and ensuring secure save for books and documents.

Approach of the study

We adopted the analytical comparative method.

The first requirement

What-are business books and-their importance

First: Definition of commercial books

They are records in which the merchant records his commercial operations, such as his revenues, expenses, rights, obligations. These records make his financial position and his trade status clear.

Second: The importance of business books

1. Help in knowing the real financial position of the trader.
2. Help in properly specifying tax by the Department of Zakat and Income.
3. It helps to know the real causes of bankruptcy when the merchant stops paying.
4. Commercial notebooks are used in proof whether it is with the interest of the merchant or against him.
5. Keeping commercial books benefits a bona fide trader to make use of conciliation system that protects from bankruptcy in the case of his bankruptcy if the books are regular.

The second requirement

The period for maintaining paper or electronic commercial books in French law

Article 123-22, in its second paragraph of the new French Commercial Code, stipulates that: The accounting documents and documents supporting the entries contained in them shall be kept for a period of ten years.

The third requirement

Holding period of commercial paper or electronic books

In the Egyptian law and some Arab laws

First: Egyptian law

On the permission to keep commercial books in the form of microfilms, as the text of Article 26 of the Egyptian Trade Law No. 17 of 1999 came.

Second: Saudi legislation:

According to Article 8 of the commercial books system, the merchant and his heirs must keep the mandatory commercial books, That is, the original journal, the inventory book, the general ledger, as well as the correspondence book for a period of at least ten years.

Third: UAE Legislation:

Article 32 of the UAE Commercial Transaction Law stipulates:

The banks, companies and institutions in which a decision is issued by the Minister of Economy and Trade may maintain for a period of five years.

Results and recommendations:

First results:

Information recorded on magnetic tape can be printed on a paper tape called listing

It can also be copied directly onto a microfilm.

Second, recommendations:

We recommend that companies specialized in information technology be sought and licensed to monitor the merchant's commitment in recording his accounting data and keeping them in the correct electronic form within the period specified in the law for keeping documents and notebooks.

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**The relationship of goodwill to
permissibility and its impact on criminal
responsibility**

Prepared by



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Abstract

This paper tackles the relationship of Good face (bona fide) to permissibility and its impact on the criminal responsibility. We believe that permissibility requires this element - and must be - and that its stipulation in one of the places of permissibility without the other does not mean that it is obligatory in the first place and not the second, because this obligation is a matter imposed by the legal nature of the reasons for permissibility as imposed by the rationale that justifies the existence of these reasons and the stipulation in them in the body of the law, if the basis of permissibility is the care and /or waste of other interests arguing that the first is more deserving of care than the second, It is difficult to accept the existence of such interests worthy of care for a person who wanted the independence of legal texts to achieve private illegitimate goals, and if the difficulty reveals proof of the idea of good or bad faith, which makes this idea of little scientific importance, then this is not correct to transform without determining the sound rule, especially since scientific life shows the value and importance of this rule in the field of permissibility. The corresponding intention and the opposite action together have an effect on the value of the act into the legislator's consideration.

The paper focused on the relationship of goodwill (bona fide) and its effect on permitting criminal behavior and we mention from the results of taking good faith into permissibility as a difficult matter in practice because of the difficulty of proving it, because this difficulty may not be an argument for approving injustice, and therefore it is not permissible to prevent the determination of the just rule that the unjust act must be considered outside the circle of permissibility. Among the recommendations, it has been proven beyond any doubt that the existence of the good-faith condition on the idea of (targeting the purpose of the legislator) is an acknowledgment that the desire to investigate this purpose is the basis of this condition, and that it is not sufficient to actually verify the purpose of the legislator. Desire in the same subject, that is, to have turned to him in a voluntary, desirable direction.

Key words: Good face (Bona fide), Permissibility, Legality, Fair, Injustice and the purpos

Reasons for choosing a topic

1. Scientific importance of the topic, In raising a lot of cases before the courts.
2. It is of great importance, as opinions differ and ideas about its nature diverge.

The importance of the study

1. Good faith is not the only element of permissibility, it is necessary to adhere to the limits of an objective nature.
2. Good faith is sometimes a criterion that criminal behavior is permitted.
3. Good faith plays an important role in criminalizing behavior.

Study problem

What is the importance of the recognition of the status of good faith among important factors affecting the criminal responsibility?

The first requirement

Good faith in Islamic law

The second requirement

Good faith in law

First branch

The general connotation of good faith

The second branch

Standard of good faith in permissibility

The third branch

Good faith condition

The third requirement

Good faith in Sudanese law

First branch

Meaning of good faith in the law

The second branch

The scientific significance of the good faith criterion

The third branch

Good faith condition in Sudanese law

Fourth requirement

Good faith in using the right

First branch

Good faith in legal work

The second branch

Good faith in the illegal labor

Results

1. Aims and beliefs are useful in actions and expressions, as they are useful in affinities and rituals.
2. To be considered in contracts and deeds with their facts and intentions without the apparent appearance of their words and actions.
3. Islamic law refuses to take a person from his actions - which appears to be the apparent legitimacy as an excuse to corrupt public or private, or to circumvent the correct rulings of Sharia.
4. Good faith indicates the absence of criminal intent.
5. Esteem in good faith permissibility is difficult in practice is difficult to prove.
6. The public servant is of good faith in this case if his intention is to achieve the goal sought by the legislator.

Recommendations

1. Good faith in the field of using the right tends to target the right holder by doing the same purpose for which the right is decided for him.
2. A person may target interest without knowing that it is a target for the street.
3. The criterion against which good and bad faith is measured must be based on one idea.
4. The law has permitted certain acts for special reasons that the legislator deemed most appropriate.
5. The condition of good faith based on the idea of (targeting the purpose of the legislator).
6. The goodwill component of an illegal act is imperative.

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**Planning for public education in Sudan and its relationship to
development plans**

**(In light of the United Nations Development Program in Sudan from 2000-
2015)**

Prepared by



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Abstract

The study deals with the planning of general education in Sudan and its relation to the development plans in the light of the United Nations Development Program (UNDP) from 2000 to 2015. The study aims to identify the planning situation of education and planning for general development in Sudan and its importance, the relation between the planning of general education in Sudan and the planning or development plans, know the role of the United Nations Development Program in Sudan in developing planning for public education and planning for development in Sudan, and the common points that help develop the relationship between education planning and development planning in Sudan. The research community is a member of the Educational and Educational Planning Authority of the Federal Ministry of Education and the Ministry of Education in Khartoum State. The researcher selected a representative sample of (27) individuals, selected from the same research community. The study reached a number of results, the most important of which is that there is planning for general education and development in Sudan, which is consistent with globalization and achieves quality standards. The objectives of public education achieve the desired development in Sudan, and there are also benefits from UNDP in planning public education and development in Sudan.

Key words: - planning - public education - development - the United Nations

Research problem

Represented in the following main question

Is there a relationship between general education plans and development planning in Sudan? The sub-questions also represented in the following

1. What is the reality of planning for public education and development in Sudan?
2. Do you achieve the goals of public education development in Sudan?
3. What is the benefit of the United Nations Development Program in planning education and development in Sudan?
4. What are the problems facing public education and development plans in Sudan?

Study objectives

1. Knowing the status and condition of planning for public education and development planning in Sudan and its importance.

2. Attempting to uncover the nature and form of the relationship between planning for public education in Sudan and development plans.
3. Knowing the role of the United Nations Development Program in Sudan in developing the planning for public education and planning for development in Sudan and ways to support it.
4. Research and identify common points that help in developing the relationship between planning for education and planning for development in Sudan.
5. Identify the challenges facing public education and development planning in Sudan.

The importance of the study

The major role that planning plays for public education and development processes in Sudan, as well as the United Nations Development Program in support and development.

Limits of the study

Spatial boundaries are defined in the Ministry of Education and General Education, .The temporal boundaries of the study are in 2017 AD

Study hypotheses:

1. There are deficiencies in the technical aspects in the planning process for public education and development in Sudan.
2. The objectives of public education do not achieve the desired development in Sudan.
3. There is no interest in planning work in the fields of public education and development in Sudan.
4. There is no benefit from the United Nations Development Program (UNDP) in planning for development or public education in Sudan.
5. There are problems that hinder the progress of planning for public education and development in Sudan.

6. There is no connection and communication between planning for public education and development plans in Sudan.

Terminology of study

Planning

The set of specific measures that is taken in order to achieve a specific goal. Hence, planning is characterized by a future outlook and prediction of various problems that may be encountered and preparation for solutions in the event of these problems.

Planning for education

It is the scientific and systematic outlook of the reality in which education should be in the future

Development

It is the upgrading of society and its transition from a stable situation to a higher and better position.

public education

!The educational stage from the age of four until the age of seventeen.

And teaching methods are divided into three main types: -

1- Regular education

It is the education that people learn in school and it is known as school education.

Automatic learning

It is the education that people learn through their daily life.

Informal education

It is education that occurs between formal and automatic education.

Types of education:

General education

It is education that is concerned with preparing citizens with the ability to know, be enlightened, and assume responsibility.

Professional education

Education that is concerned with preparing qualified citizens to work in the professions.

Approach of the Study

The nature of this study requires a descriptive analytical approach

Population of the Study

The research community consists of members of the Educational Planning Authority of the Federal Ministry of Education and General Education and the Ministry of Public Education in Khartoum State.

Sample of the Study

The researcher selected a sample represented in (27) individuals selected from the same research community.

Results:

1. There is planning for general education and development in Sudan that conveys globalization and achieve quality standards.
2. The objectives of public education achieve the desired development in Sudan.
3. There are benefits from the United Nations Development Program in planning for public education and development in Sudan.
- 4- There is an interest and follow-up to educational and development plans in Sudan.
- 5- There are obstacles and problems facing the planning processes of public education and development in Sudan.

Recommendations:

1. Paying attention to providing the necessary budgets and aid for planning processes for education and development in Sudan
2. Work to find solutions and alternatives to the problems facing education and development planning processes in Sudan
3. Expanding community participation in planning processes for education and development in Sudan
4. Interest and benefit from the United Nations Development Program in the field of public education in Sudan

5- Developing the objectives of public education in Sudan to keep pace with development and modern technology.

The proposals:

1. Conducting future research in the field of human development in Sudan
2. Conducting future studies and research in the field of social studies in Sudan
3. Conducting future studies in the field of strategic planning.

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The effectiveness of a training program based on the habits of the mind and its effect on raising The level of achievement motivation among middle school students

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Abstract

The goal of current research is to detect the effectiveness a training program to the habits of mind and its impact in raising the level of achievement motivation among students of the second grade preparatory. It adopts an experimental method and uses the T researcher Ba test matrices of successive (John Ravn) Arabization of Fuad Abu Hatab and others. The motivation scale of the completion of phase medium and training program (preparation of the researcher of) is also used. The research sample includes (120) students from the second grade average. The chronological age of students in the sample ranges between (10/13 to 01/14) years old, with a standard deviation of (25.31). The research has reached the following conclusions: there are statistical functional differences between the average grades of the experimental group in the two measurements (tribal - dimensional) in the motivation scale For achievement and its dimensions in favor of the post-measurement; the existence of statistically significant differences between the mean scores of the experimental group students and the mean scores of the control group students in the scale of motivation to achievement and its dimensions in the post measurement For the experimental group; and-the non - existence of statistically significant differences between the mean scores of students in the experimental group in the measurements (dimensional , and trace j)of motivation for the completion of the scale and dimensions. The researcher recommends the following: drawing the attention of those in the educational process to the habits of mind, developing and building a list of strategies for them to develop motivation achievement of the students and train them to use habits of mind which are useful in improving the level of education and life .

Key words: Habits of Mind - Achievement Motivation

Problem of the Study

This indicates that teachers in the classroom use traditional methods that are not appropriate for teaching Led to the low level of pupils in some aspects of learning, lack of social and psychological compatibility and low self-image, and lower their achievement actual. (Aronson & et.al,2008: 34)

The researcher believes that the research problem stems from the widespread use of traditional methods in education, and neglecting the use of modern strategies, and methods methods, such as habits of mind that have been proven successful.

Research problem

What is the effectiveness of a training program based on the habits of the mind and its effect on raising the level of achievement motivation among second-grade middle school students?

Objectives of the Study.

1. Detecting the effectiveness of a training program based on the habits of the mind and its effect on raising the level of achievement motivation among second-grade middle school students.
2. Identify the effectiveness of a training program based on the habits of the mind and its effect on raising the level of achievement motivation among second-grade middle school students (the study sample) after the implementation of the program of study used.

The importance of the study:

1. Paying attention to the habits of the mind to give students the ability to actualize, create and imagine, innovate and analyze ideas.
2. Paying attention to and developing the habits of the mind and building strategies based on them to develop the motivation for achievement for second-grade intermediate students (males - females).
3. Training students to use the habits of mind which help in improving their education and life.
4. There are no Arab and foreign studies and research - within the limits of what the researcher has seen - that combined the variables of the study.

Procedural concepts of the study:

Training program

A set of activities that is planned, ongoing and targeted

Habits of Mind

It is a set of skills, attitudes, and values that enable an individual to build preferences from smart performances or behaviors

Perseverance:

The ability to persistence, commitment and continuing to perform the task until its completion

Processing impulsivity

The individual has the ability to envision the task before starting it and provide responses

Think flexibly

The ability of the individual to change the angle of thinking and the art of processing information in a way unlike the way it was previously adopted

Thinking in thinking: (metacognition):

The individual's awareness of his ability to determine what he knows and what he does not know, and how to obtain knowledge

Fight for accuracy

Concentration and attention in performing tasks, reviewing them and evaluating them on a continuous basis to achieve the-grades and standards set.

Questioning and posing problems

It is the skill to formulate and pose various and in-depth questions that contribute in finding creative solutions to problems.

Creativity - Imagination - Innovation

Reshaping attitudes in the mind in a different way, examining alternative possibilities from several angles, taking risks, and being open to criticism.

Controlling the environment

The student's ability to plan work and make decisions to keep pace with the environment in a way that suits him, his capabilities, and capabilities.

Limits of the study:

Objective determinants

Identify the effectiveness of a training program based on the habits of the mind and its effect on developing achievement motivation among second-grade middle school students

Spatial determinants

The study was applied to the students of two schools (Yazid bin Othman) and (Marwan bin Muhammad) in Riyadh

Temporal determinants

Study tools were applied in the first semester of 2019/2020

Human determinants

This study was restricted to second-year middle school pupils in (Yazid bin Othman), (Marwan bin Muhammad

Results of the Study

1. There are statistically significant differences between the mean scores of the experimental group students in the two measures (pre-post) on the measure of motivation to achievement and its dimensions.
2. The existence of statistically significant differences between the mean scores of the experimental group students and the mean scores of the control group students on the measure of motivation to achievement and its dimensions
3. There are no statistically significant differences between the mean scores of the experimental group students in the measurements (post-tracer) on the measure of motivation for achievement and its dimensions

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**The contribution of the educational leadership
program to developing transformational leadership
skills**

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Abstract:

The study aims to uncover the degree to which the educational leadership program established at the College of Education at Umm Al-Qura University contributed to developing transformational leadership skills among general education school principals enrolled in the program. It also tests statistical hypotheses through the responses of the study sample according to the variables (academic qualification - training courses - administrative experience). The study presents proposals that could contribute in improving the educational leadership program's contribution to develop transformational leadership skills among general education school principals. The study is conducted according to the descriptive approach with the aim of determining the degree of the educational leadership program's contribution to developing transformational leadership skills among general education school principals through four important skills in transformational leadership: (technical skills - organizational skill - human skill - intellectual skill).

The procedures of the study include the application of a questionnaire designed to achieve the objectives of the study and answer its questions. It consists of forty phrases devoted to assess the four skills by ten phrases for each skill in order to survey the opinions of those enrolled in the program.—The sample of the study consists of (64) managers and directors who joined the educational leadership program at Umm Al-Qura University during the two semesters—in 2019. They are selected as an intended sample to explore their views on the degree to which the Educational Leadership Program contributes in developing transformational leadership skills among general education school principals. The data are analyzed through the SPSS statistical program, using arithmetic means, standard deviations, frequencies for descriptive analysis, and a single analysis of variance (ANOVA) to test hypotheses. The results show that the contribution of the educational leadership program in developing transformational leadership skills among the sample has been moderate; with the overall average for transformational leadership skills being (2.86) and the average after technical skills being(3.02), followed by intellectual skills with an average of (2.96). Then, human skills are with an average of (2,9). Finally, organizational skills; with a low average of (2.57) comes. The results also show that there have been no statistically significant differences at the level of significance (($\alpha = 0.05$) between the averages of the study. The participants in the sample answers on the degree to which the educational leadership program contributes to developing transformational leadership skills according to the three variables of the study (academic qualification - training courses - administrative experience)- The need to review the content of the program is related to developing organizational skills among those enrolled in the educational leadership program, as the study reveals a low level of related skills.

The study recommends a review of the content of the educational leadership program related to the direction of organizational development, as the study reveals the weakness of the developmental skills in the program, such as the skill concerning the ability to transfer development experiences and the understanding of new strategies for developing work style and clarifying modern trends of distinguished performance.

key words:

Transformational Leadership - Educational Leadership Program - Umm Al-Qura University

Problem of the Study

What is the degree of contribution of the educational leadership program in developing transformational leadership skills among the school managers of public education schools in Makkah Al-Mukarramah region?

The following sub-questions are derived from it

1. Development of technical skills for transformational leadership
2. Development of organizational skills for transformational leadership
3. Development of human skills for transformational leadership
4. Development of intellectual skills for transformational leadership

Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the averages of the study sample responses about the degree of the educational leadership program's contribution to developing transformational leadership skills?

Objectives of the study

This study seeks to achieve the following objectives

1. Identify the degree of contribution of the educational leadership program in developing transformational leadership skills among school managers of public education schools.
2. Determine the statistically significant differences between the opinions of the study sample according to the variables (academic qualification - training courses - administrative experience).

3. Reaching out proposals in trying to improve the degree of contribution of the educational leadership program to develop transformational leadership skills among managers of general education schools.

Approach of the Study

The study followed the descriptive approach in order to determine the degree of contribution of the educational leadership program-to develop transformational leadership skills among school managers of public education schools.

Limits of the study

The study is objectively determined by determining the degree to which the educational leadership program contributes to the development of transformational leadership skills among the principals and directors of public education schools through four basic skills for transformational leadership: (technical skills - organizational skill - human skill - intellectual skill)

Terminology of study

Transformational Leadership:

It is leadership that inspires and pushes subordinates to transcend their personal interests in the interest of the group and the organization

Educational leadership program

It is a training program organized by the Ministry of Education in cooperation with some Saudi universities with the aim of developing the skills of school managers of public education schools

Artistic skills

It is the group of leadership skills that focus on educational performance within the school and is represented by the questionnaire of the technical skills dimension

Organizational skills

It is the group of leadership skills that focus on organizational development within the school and is represented by the questionnaire of the dimension of organizational skills

Human skills

It is the group of leadership skills that focus on developing the skill of human relations within the school and is represented by the questionnaire in the dimension of human skills.

Intellectual skills

It is the group of leadership skills that focus on developing the creative thinking of the school principal and is represented by the questionnaire in the dimension of intellectual skills.

Suggestions

1. The necessity of holding meetings and workshops between program designers and implementers; with the aim of developing a common vision for the program's specifications so as to achieve the goal of qualifying leaders with the thinking of transformational leadership.
2. The necessity of taking the students' opinion on the educational leadership program when re-planning the program using the teleconference method (Delphi) to determine the content related to the transformative leadership skills that the learners see.
3. To include an independent course in transformational leadership within the educational leadership program to increase the knowledge and skills balance of learners and improve their leadership skills.
4. Add scientific and practical courses related to development theories and modern trends; as it has been proven through the study that the educational leadership program decisions lack them
5. Setting up a plan to measure the impact of the program on the graduates of it in cooperation with the administrative guidance departments of Education; in regions and provinces.

Recommendations:

1. The necessity to review the content of the program related to developing organizational skills of those enrolled in the educational leadership program.
2. Reconsidering the content of the educational leadership program related to the direction of organizational development.
3. Working on including important intellectual skills within the program such as applying brainstorming skills.

4. The need to enhance the confidence of teachers to achieve the goals through content related to dealing with others.
5. Expanding the contents of the program related to the concepts and skills of participating in the development of decision-making processes with the concept of transformational leadership.
6. The necessity to include in the curricula of educational leadership programs practical applications of transformational leadership positions.
7. Conducting a scientific study to transfer international experiences in transformational leadership programs to be used in educational leadership programs in Saudi universities.
8. conducting a scientific study aims at diagnosing the obstacles of cooperation in developing educational leadership programs between the Ministry of Education and the universities that implement this program.

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Emotional intelligence and its relationship to depression for a sample

Of Saudi teenage girls in the light of some demographic variables

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Abstract

The present study aims at investigating the levels of emotional intelligence and depression among members of a sample of teenage female students at the College Of Science and Arts-Sharurah. The study also aims at detecting a correlation between emotional intelligence and the reduction of the severity of depression among students, from their own perspectives. The researcher adopts the correlational descriptive approach as the research methodology and uses the Emotional Intelligence Scale and Depression Scale (designed by the researcher) as the research instruments. The sample of the study includes (60) female students from the first and second grades at the Imam Shatby Institute in Jeddah for preparing preschool and Holy Quran teachers. The study has yielded several results—such as: Levels of emotional intelligence have been rated (high); by sample members, levels of depression have been rated (high); by sample members, and there is a negative relationship between the levels and development of emotional intelligence and levels of depression. In other words, the higher the levels of emotional intelligence are the lower the levels of depression among students are.

The researcher provides several recommendations, the most important of which are the following: the necessity to improve the levels of emotional intelligence among adolescents as well as the communication between families and schools to achieve that goal; and the necessity of working on limiting the problems and challenges that are encountered by teenagers and increase their levels of depression.

Keywords: emotional intelligence - depression - female adolescents.

Research problem:

1. What is the relationship between emotional intelligence and feelings of depression among a sample of teenage girls who are students at the College of Science and Arts?
2. What are the levels of emotional intelligence among the sample members of the teenage girls at the College of Science and Arts?
3. What are the levels of depression among the sample of teenage girls who are students at the College of Science and Arts?

4. Is there a significant correlation between the average scores of emotional intelligence and feelings of depression in a sample of teenage girls who are students at the College of Science and Arts?

5. Are there statistically significant differences between the average scores of emotional intelligence among the sample members of the teenage girls at the College of Science and Arts, according to the variables (scientific specialization - chronological age)?

6. Are there statistically significant differences between the average degrees of depression among the sample members at the College of Science and Arts according to the variables of (scientific specialization - chronological age)?

Research objectives:

1. Identifying the levels of emotional intelligence among the sample members of the teenage girls at the College of Science and Arts.

2. Identifying the levels of depression among the sample members of the teenage girls at the College of Science and Arts.

3. The detection of a significant correlational relationship between average scores of emotional intelligence and feelings of depression in a sample of teenage girls from the College of Science and Arts.

4. Detecting the existence of statistically significant differences between the average degrees of emotional intelligence among the sample members of the teenage girls at the College of Science and Arts, according to the variables of (scientific specialization - chronological age).

5. Disclosure of statistically significant differences between the average degrees of depression among the sample members at the College of Science and Arts students, according to the variables of (scientific specialization - chronological age)

The importance of research:

Disclosure of the relationship between emotional intelligence and the feeling of depression in the sample of students at the College of Science and arts and its importance is evident in the theoretical and practical fields, as follows:

First: The theoretical importance

1.The current research helps in educating the family and educational institutions of recognizing the importance of emotional intelligence and its role in facing psychological problems among teenagers and working to enhance its levels in them.

2.The researcher hopes to make a scientific addition to Arab knowledge and libraries with regard to revealing the relationship between emotional intelligence and feeling depressed among the sample members of Saudi teenage girls.

Second: The practical importance

1.The results of the current research help administrators and officials in determining the levels of depression in a sample of students at the College of Science and Arts and work to support them socially and cognitively in line with the capabilities available to reduce their levels of depression.

2. The results of the current research contribute to stimulate many researchers to prepare training and guidance programs to develop emotional intelligence because of its effective role in reducing many behavioral problems among teenagers of from both sexes.

Research determinants:

First: Objective Determinants: This research is limited to knowing the relationship between emotional intelligence and feeling depressed in a sample of Saudi teenage girls in the College of Science and Arts.-.

Second: Temporal determinants: This research is applied in the first semester of the academic year 1441 AH.

Third: Spatial Determinants: This research was limited to the geographical scope specified for the field study in the Kingdom of Saudi Arabia at the College of Science and Arts.

Fourth, human determinants: The research community consists of all students at the College of Sciences and Arts and the researcher will choose (60) students from them as a random sample for field study.

Research hypotheses

1. There is a (negative) correlational relationship between average scores of emotional intelligence and feelings of depression in a sample of Saudi teenage girls.

2. There are statistically significant differences between the average scores of emotional intelligence among the sample members of Saudi teenage girls according to the variables of (scientific specialization - chronological age)

3. There are statistically significant differences between the average degrees of depression among the sample members of Saudi teenage girls according to the variables (scientific specialization - chronological age).

Research Terminology

Emotional Intelligence

It is the human ability to observe what he and others have in terms of feelings and emotions, and to distinguish between them.

Depression:

It is a mental illness in which the patient enters into a state of continuous severe sadness and upset for reasons of unknown origin.

Teenage

It is the stage of transition from childhood to adulthood, and the period of transition from adulthood begins and ends with reaching maturity and independence.

Research methodological procedures

Research methodology

The researcher uses the descriptive-analytical method, which is "one of the forms of structured scientific analysis and interpretation to describe a specific phenomenon or problem and portray it quantitatively by collecting data and specific information about a phenomenon or problem, classifying it, analyzing it and subjecting it to careful study."

Research community and sample:

The current research community included a sample of (60) students from the first and second grades to represent the study population.

Results

- 1.The levels of emotional intelligence among teenage girls of the Faculty of Science and Arts came with a (high) degree.
- 2.The levels of depression among teenage girls of the College of Science and Arts were (weak).
- 3.There is an inverse relationship between the total score on the emotional intelligence scale and the total score on the depression scale that reached 0.81
- 4.There are no statistically significant differences at the significance level (0.05) in the opinions of the research sample about the total score of the emotional intelligence scale according to the variable of specialization.
- 5.There are no statistically significant differences at the significance level (0.05) in the opinions of the research sample about the total score of the depression scale according to the specialty variable.
- 6.There are statistically significant differences at the level of significance (0.05) in the opinions of the research sample about the total score of the depression scale according to the chronological age variable in favor of female students of (18) years with an average of (2.47).
- 7.There are statistically significant differences at the level of significance (0.05) in the opinions of the research sample about the total score of the emotional intelligence scale according to the chronological age variable in favor of female students of (19) years with an average ranks of (4.15).

Research recommendations

- 1.The need to increase the role of families and educational institutions in educating students about how to divide problem-solving methods into two main methods, namely the adaptive and rational method for developing their emotional intelligence.
- 2.The necessity of the work of both the family and educational institutions to spread the culture of dealing with life and study pressures for teenagers to reduce levels of depression.

- 3.The necessity of developing counseling programs to reduce levels of depression among teenage students, and applying them in educational institutions.
- 4.The necessity of providing more counselors of all kinds in all educational institutions to guide students and support them psychologically and socially, and to implement student activities that raise their social competence.
- 5.The need to provide adequate awareness for adolescent students.
- 6.Students must be supported intellectually, culturally, behaviorally, physically and socially.

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**The role of the means of communication in
practicing psychological warfare**

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Abstract

The study is entitled (The Role of Communication Means in Practicing Psychological Warfare). It aims at introducing psychological warfare, knowing the methods of practicing it, identifying the persuasive methods in psychological warfare, examining the extent of their impact on peoples and identifying the extent of the means of communication to practice psychological warfare. The researcher uses descriptive approach that is suitable for this type of studies, using the information gathering tools that are consistent with the research method, represented by the instruments of observation and questionnaire. The study concludes with a number of results, including the most important goals that the means of communication seek to achieve are political goals, followed by ideological goals and then economic goals, since they aim to weaken the internal front, questioning the leaders, spread division in the ranks of society, break the morale, destabilize faith in the goal, and sow despair and surrender in the soul. Moreover, the most important means exercised by the means of communication to achieve the goals of psychological warfare are propaganda, rumor, brainwashing, and threats. They exercise influence on facts through some practices; the first is prejudice, the second is misinformation, then misleading, and lying. Finally, the most important means of influence practiced by means of communication in psychological war are public distraction, emotional excitement, repetition and persecution, as well as the presentation of the fact.

Keywords: Psychological Warfare, Means of Communication, Misleading News

Research Problem

What is the role of the means of communication in practicing psychological warfare?

1. What does psychological warfare mean?
2. What are the goals of psychological warfare?
3. What are the means of psychological warfare?
4. What are the methods of persuasion used in psychological warfare?
5. How does psychological warfare affect peoples?
6. To what extent does the means of communication contribute to practicing psychological warfare?

Research Objectives.

1. Defining psychological warfare.
2. Knowing the methods of practicing psychological warfare.
3. Identifying the methods of persuasion in psychological warfare.

4. Showing the impact of psychological warfare on peoples.

5. Identifying the ability of the means of communication to practice psychological warfare.

Research Methodology

The researcher uses the descriptive approach that is suitable for human studies in general and communication studies in particular because this approach has an advantage in helping to collect data through the tools that are consistent with it, such as observation, interview, questionnaire, and content analysis. Besides, the study is based on surveying the opinions of the respondents in the field to achieve the research objectives.

Research Tools

The researcher used two tools to gather information

Observation

Questionnaire

Research Population

The research population consisted of traditional and modern means of communication to find out the extent of practicing psychological warfare

Research Sample

The researcher chose an intentional sample of thirty individual experts in the field of communication from university professors, by virtue of their association with communication studies and psychological warfare, to answer closed and open questions of the research questionnaire that was distributed to the participations of the sample electronically, to obtain diverse answers in terms of experience and communication environment.

Results

Through the information obtained from the study's theoretical framework and field survey, the study reached a number of results, which were:

1. The means of communication sometimes practice psychological warfare.
2. The most important goals that the means of communication seek to achieve are political goals, followed by ideological goals, and then economic goals.
3. The means of communication aims at practicing psychological warfare to weaken the home front, question the leaders, sow discord in the ranks of society, destroy the morale, destabilize the belief in the goal, and consolidate despair, and a spirit of surrender in the souls.

The most important means practiced by the means of communication to achieve their goals are propaganda, rumor, brainwashing, and threats

1.The means of communication influence the facts through some practices, the first is prejudice, second is misinformation, then misleading and lying

2.The most important means of influence practiced by the means of communication in psychological warfare are distracting the attention of the masses, emotional excitement, repetition and pursuit, and then presenting the facts.

Recommendations

1.The study recommends that those in charge of the means of communication makes adjustments to the editorial policy with the aim of eliminating wrong practices such as lying and misleading, which could harm the recipient.

2.The means of communication should select the appropriate treatments for their media messages without detrimental impact on the audience, which affects their psychological conditions.

3.Establishing units of understanding among the institutions of the means of communication to undertake initiatives to reform the conditions of peoples by calming conflicts between countries, groups and various factions.

<https://us02web.zoom.us/j/83649903164>

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**The Sudanese Audience's Motives to Listen to
Radio Arabiaa FM, Khartoum
(An Applied Study on a Sample of Youth)**

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Abstract

The study aims to find out the extent to which the public benefits from radio programs. It also learns about their habits, patterns, and motives of listening, identifying the satisfactions achieved among youth generation. The historical approach was used to show the development of radio and to track its different stages, while the descriptive method suitable for this type of studies was used as a survey method.

The study was applied to a sample of youth listeners of Radio Alrabiaa who are considered the most listening group due to the general line of radio programs trends towards this category, from 2018 to 2020.

The study concludes with several results, the most important of which are: that the public do not only receive messages, but also contribute to the contents of radio programs and interact with its presenters and guests- to express their-opinions about their freedom or to increase their education and knowledge or to entertain themselves and sometimes to fill the void.

The study comes up with a set of recommendations, the most important of which are: conducting scientific research to find out the extent to which the public-benefits from radio, and giving them opportunities to periodically submit their proposals to develop the production of programs, and encourage their participation and interaction. This is measured-accurately by using scientific analysis tools and educating listeners about the importance of expressing personal thoughts and opinions, respecting the opinions of others and their different perspectives, and interacting positively with issues and events.

Objectives of the Study.

1. Identify the habits, patterns, and motives of the young audience who listens and participates in Radio Alrabiaa programs
2. Identify listening periods, preferred periods, and means of listening and interacting with Radio (Alrabiaa
3. Recognizing the gratifications achieved for young people when listening and interacting with the Radio Alrabiaa programs.

4. Access to results that contribute to searching for a typical mechanism that ensures the validity of the information flowing to and from broadcasting–programs and sites from the public.

Study Questions

- 1.What are the motives of the Sudanese public to listen to local radio?
- 2.What are the most popular categories of audience–following Radio Alrabiaa programs?
- 3.What are the motives of listeners in listening or participating in Radio Alrabiaa programs?
- 4.What are the spots of the programs that attract the attention of the youth audience and push them to request participation and interaction with Radio Alrabiaa programs?
- 5.Does the listener achieve gratifications when listening and interacting with programs?
- 6.What are the most common means used by the public to listen to the radio?

What are the most common means and instruments used by the audience to interact, communicate and participate in the programs

Which the program periods receive the most follow-up from the public during the day?

Significance of the Study

Young people have different needs ~~for~~ (from استبدال) other age groups that push them to listen to the radio, and when they are recognized one can find the best way to satisfy them.

It is one of the studies that deal with contemporary issues in light of the growing use of communication means and the applications of contemporary technology, which have become thanks to the emergence of the Internet.

The study contributes to explaining the various techniques used in the field of modern radio interaction with the public

Methodology of the Study

The researcher followed two approaches

Historical Method

Descriptive Method

Research Tools

Scientific observation

the interview:

The Study Population

The study population is limited to the audience of young listeners who listen and interact with Radio Arabiaa programs and their websites through the social media applications of Radio Arabiaa.

Sample Selection

The selected groups represented various groups of youth

And 300 forms were printed, part of which were distributed through the radio employees to their followers through their phone numbers. The other group was distributed through a group of researchers in the field of media belonging to scientific research centers. As such, the number that was entered in the analysis reached 200 forms.

Research Limits

.1 Spatial Boundaries

Radio Arabiaa in addition to its audience of listeners spread in Greater Khartoum state together represent, the spatial boundaries of this study.

.2 Temporal Boundaries

This study was conducted from October 1st , 2018 until October 2020, because this period is witnessing development in the field of Radio-Alrabiaa programs and in the public's use of communication tools.

Terminology of Study

Radio, radio program, content, interaction, interactive, motivation, gratification, youth

Sources of Power in Radio Programs

Diversity

Attraction :

Interaction :

Abundance and Communication:

Findings

1. Most of the listeners to Radio Alrabiaa are young people.
2. The motives of the young listeners of Radio Alrabiaa are the acquisition of new information, -education, -entertainment, interaction and participation.
3. What draws the attention of young people and push them to seek participation and interaction with Radio Alrabiaa programs is the quality of the topics and efficiency of broadcasters and to get new information to enrich the debate.
4. The study confirmed that the gratifications achieved by youth audience through participation and interaction with Radio Alrabiaa programs are freedom of opinion and expression, to make their voice heard to others, and as a social appearance among friends.
5. The most common means (used by the public to communicate and participate in Radio Alrabiaa programs are the mobile phone, social media and the radio website.
6. The most popular periods in which the audience follows Radio Alrabiaa are the morning and evening periods, and the daily average listening time is between one and three hours, and the most common listening means are the mobile phone and car radio

Recommendations

1. Increasing the time of interactive spots with the audience and avoiding selectivity when allowing the audience to participate and taking their observations into account .

2. Developing programs and training broadcasters to keep pace with the changing times and situations in the global and local arena.

3. Directing broadcasters and listeners, especially young people, to the correct and optimal ways to use interactive media applications and employ them for the benefit of individuals, society and the nation

4. Directing broadcasters to take into account honesty, objectivity, maturity, professional ethics, and media frameworks and their cognitive basics, in addressing programmatic topics

5. Measuring the interaction of the audience with each program using scientific analysis tools and supplies to know the number of interactors with each program and meet their desires and address the defect, if any.

6. Reducing the negative effects of the free flow of information through interactive media, which is used in the production of programs, by creating a national data bank with reliable information that the media can draw from.

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**Effects of Extracurricular Activities on University
Students: The Case of Female Students at a Saudi
College**

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Abstract:

This study explored effects of extracurricular activities on university students' achievement, creativity and giftedness, emotional control, morality, social adaptation and career selection. The study was conducted in the academic year 1438-39 on a sample consisting of 950 female students at Dilam College of Education, Prince Sattam Bin Abdulaziz University, KSA. Participants came from different specializations and study levels since extracurricular activities are general in nature, i.e., they are not specific to any specialization or study level. Participants completed a 30-item researcher-developed questionnaire groping the effect of extracurricular activities on achievement, creativity and giftedness, emotional control, morality, social adaptation and career selection. Extracurricular activities were found to enhance all the dependent variables in this order: morality, identification of giftedness, emotional control, creativity, career selection, social adaptation and achievement. Based on results, a number of recommendations are offered.

Introduction

Extracurricular activities complement school curriculum in achieving the basic functions of education, i.e., providing students with knowledge, enhancing their attitudes towards virtues and enabling them to practice what they learn in classrooms. Practice has revealed that the school curriculum alone cannot achieve these functions and that extracurricular activities have a share. According to recent trends, the basic function of education is no longer helping students acquire knowledge. Rather, it has come to focus on furnishing students with life skills that qualify them to live in their societies. Education in developed countries has focused on practical aspects by connecting knowledge-based learning to practice. Extracurricular activities can achieve this connection. This study therefore attempted to investigate the reality of extracurricular activities at Dilam College of Education and the effect they have on students' achievement, creativity, giftedness, emotional control, morality, social adaptation and career selection.

Statement of the Problem

University education focuses on qualifying students in specific specializations, so they can serve their societies by putting what they have learned into practice after graduation. Because education focuses mainly on knowledge, students may lack many life skills. Students seldom receive training on important life skills because their schedules are always full of lectures whose main concern is providing students with discipline-specific knowledge. It is therefore important to pay the due attention

to extracurricular activities where students practice what they learn in their courses of study. There should be a room for extracurricular activities in schedules and extracurricular activities should be included in the items of all curricula. This can bridge the gap between theoretical learning and practice. In this respect, the present study was conducted to explore the reality of extracurricular activities at Dilam College of Education at Prince Sattam Bin Abdulaziz University, KSA. More specifically, the study explored whether participation in extracurricular activities enhances students' achievement, creativity and giftedness, emotional control, morality, social adaptation and career selection.

Aims of the Study

1. Exploring the significance of extracurricular activities for university students.
2. Exploring the reality of extracurricular activities at Dilam College of Education, Prince Sattam Bin Abdulaziz University, KSA.
3. Creating a positive attitude towards practicing extracurricular activities on the part of university students.
4. Identify principles that make extracurricular activities beneficial to students.

Hypotheses of the Study

1. Extracurricular activities enhance students' achievement.
2. Extracurricular activities enhance students' creativity.
3. Extracurricular activities help with the identification and enhancement of students' giftedness.
4. Extracurricular activities enhance students' emotional control.
5. Extracurricular activities enhance students' morality.
6. Extracurricular activities enhance students' social adaptation.
7. Extracurricular activities enhance students' career selection

Review of Literature

The Importance of extracurricular activities

Extracurricular activities are activities that students practice inside and outside school under its supervision (Umayrah, 1442). According to Encyclopedia Americana, extracurricular activities are activities executed under the supervision of schools and

they pertain to school life and its various activities that relate to study subjects, social and community aspects, or clubs concerned with theoretical and practical aspects (Abdulwahab, 1987: 20).

Due to ever-developing research, there has been a paradigm shift in education. According to the recent view of education, the main emphasis of education has been placed on qualifying students mentally, morally and physically by providing them with knowledge, skills and attitudes via carefully-designed curricula. However, a gap has been noticed between what students learn in classrooms and what they practice or face in their daily life. Thus, many practitioners and researchers have recommended the use of teaching methods that make possible discovery learning and self-learning, so students can pursue learning outside classrooms (Allazzam, 1422: 15).

Extracurricular activities are important because they can bridge the gap between theoretical learning and practice. They are no longer luxury. Rather, they have become a necessity that the educational system everywhere cannot dispense with. They have become an integral part of curriculum that directly achieves cognitive, skill and affective aims (Alosaimi, 1412). Extracurricular activities have been found to enhance achievement (Aldhry, 1431) and build life experiences that students use to face difficulties of real life and solve its problems (Qandeel, 1422). They provide beneficial entertainment (Aldhafeeri, 1427). Because extracurricular activities are practiced based on students' needs and inclinations, they enhance giftedness that can be an indicator of future careers. They can also enhance students' creativity (Zahaw, 2008).

Research reported a positive correlation between extracurricular activities and many dependent variables. Participation in extracurricular activities can enhance students' self-confidence and self-esteem and eliminate many psychological problems, e.g., shyness and selfishness. They have been reported to enhance achievement, improve writing and foster self-learning (Aldhry, 1431).

Aldhafeeri (1427h) explored the extent to which extracurricular activities achieve the social function of the school in a sample of Saudi secondary school students. Results revealed that extracurricular activities (1) strengthen social relationships among students, (2) provide students with good social experiences, (3) eliminate stereotypes, (4) increase self-confidence in students and (5) foster leadership in students. Based on findings, the researcher recommended that educational institutes pay the due attention to extracurricular activities.

Mazuo (2014) investigated the role of extracurricular activities in developing educational principles in a sample of Saudi intermediate school students.

Extracurricular activities were found to enhance democracy, equality, freedom, responsibility, obedience, achievement and initiative.

Zahaw (2008) developed a proposal for activating the role of school activities in enhancing creativity among elementary school students. She found a positive relationship between participation in school activities and creativity. Newly graduated teachers in private schools were found to pay more attention to extracurricular activities than teachers in public schools. Dense curricula were documented as the basic factor deterring the application and practice of extracurricular activities at schools.

Housain (2005) explored the role of extracurricular activities in enhancing national awareness among elementary school students. Analysis of interviews with students revealed that students who participate in extracurricular activities significantly outnumber students who do not in national awareness. Aldhry (1431) examined the effect of school activities on students' psychological and social stability and achievement. Participation in extracurricular activities correlated positively with psychological and social stability and achievement.

The reality of extracurricular activities at Dilam College of Education

Extracurricular activities at Dilam College of Education are executed under the supervision of the Student Activity Unit that is an affiliate of the Student Affairs Deanship (the girls' section). The Student Affairs Deanship supervises extracurricular activities at colleges of Prince Sattam University. These activities include:

1. Activities executed by departments. These include:
 - a. Celebrating public events, e.g., the National Day, reception of new students, the Teacher's Day, the Arabic Language Day, Janadria, the Breast Cancer Awareness Campaign.
 - b. Activities where students can display their creations in poetry, drawing and literature.
 - c. College and/or university-based competitions, e.g., the Annual Forum where students compete in scientific research, entrepreneurship, speech giving, prose writing, poetry, drawing and photographing.
 - d. Special competitions such as Quran recitation and intellectual awareness.

2. Activities executed by the Graduates Unit. The Graduates Unit executes training activities for prospective graduates to help them with their future careers, e.g., computing skills, writing biographies, English for daily communication.
3. Prayer time activities where students are instructed about Quran recitation, religious doctrines and Sunnah.
4. Sporting activities. Dilam College of Education initiated sporting activities and organized a marathon for students in the academic year 1439-40h.

These varied activities reflect the University's interest in extracurricular activities owing to their role in preparing students to be effective citizens when they get into the labor market.

Method

The researcher used the survey method to explore the acquisition of educational, psychological, environmental, recreational, social and remedial functions of extracurricular activities by students. Furthermore, the survey aimed to identify the activities that students preferred and obstacles of practicing them as a preliminary step to eliminate such obstacles. This is important for extracurricular activities to bring about the desired outcomes.

Participants

All female students at all levels at the departments of Islamic Studies, the Arabic Language, Domestic Science and Mathematics represented the study population. A purposive sample of 950 students (10% of the total number of students) completed the study questionnaire during the second semester of the academic year 1439-40h. The sample was purposive because only students practicing extracurricular activities were selected.

The Questionnaire

A 30-item questionnaire was developed by the researcher after surveying similar questionnaires in related literature. Participants were asked to respond to items by indicating how far they agreed to the statements on a five-point rating scale. Each response was associated with a point value, where "Strongly agree" was assigned a point value of 5 and the response "Strongly disagree" a point value of 1. The 30 items

assessed the educational, psychological, environmental, recreational, social and remedial functions of extracurricular activities.

Validity of the Questionnaire

The questionnaire was then content validated by a number of specialists (see appendix). They were asked to judge the clarity of questions and the inclusion of items under the target dimensions. This led to the reformulation of some items. The internal consistency of the questionnaire was then established by computing correlations among items and the total score. These correlations are listed in table 1.

Table 1. Correlations among items and the total score (internal consistency)

Items	Correlations with the total score	
Improving achievement	Pearson Correlation	.407**
	Sig. (2-tailed)	.000
Practicing what is learned theoretically	Pearson Correlation	.443**
	Sig. (2-tailed)	.000
Performance in tests	Pearson Correlation	.388**
	Sig. (2-tailed)	.000
Assimilation of study courses	Pearson Correlation	.279**
	Sig. (2-tailed)	.006
Improving GPA	Pearson Correlation	.437**
	Sig. (2-tailed)	.000
Organization of time	Pearson Correlation	.572**
	Sig. (2-tailed)	.000
Increasing study hours	Pearson Correlation	.550**
	Sig. (2-tailed)	.000
Excellence in study	Pearson Correlation	.500**
	Sig. (2-tailed)	.000
Increasing creativity in field of study	Pearson Correlation	.533**
	Sig. (2-tailed)	.000
Identifying & enhancing of giftedness	Pearson Correlation	.721**
	Sig. (2-tailed)	.000
Self-confidence	Pearson Correlation	.555**
	Sig. (2-tailed)	.000
Practicing talents	Pearson Correlation	.597**
	Sig. (2-tailed)	.000
Self-recognition	Pearson Correlation	.722**
	Sig. (2-tailed)	.000

Identification of inclinations	Pearson Correlation Sig. (2-tailed)	.713** .000
Emotional control	Pearson Correlation Sig. (2-tailed)	.741** .000
Satisfaction of psychological needs	Pearson Correlation Sig. (2-tailed)	.711** .000
Enhancing morality	Pearson Correlation Sig. (2-tailed)	.750** .000
Getting used to good habits	Pearson Correlation Sig. (2-tailed)	.789** .000
Successful confrontation of life situations	Pearson Correlation Sig. (2-tailed)	.664** .000
Establishing good relations with colleagues	Pearson Correlation Sig. (2-tailed)	.751** .000
Establishing good relations with teachers	Pearson Correlation Sig. (2-tailed)	.713** .000
Serving community	Pearson Correlation Sig. (2-tailed)	.656** .000
Social adaptation	Pearson Correlation Sig. (2-tailed)	.806** .000
Problem solving	Pearson Correlation Sig. (2-tailed)	.771** .000
Alleviation of psychological pressures	Pearson Correlation Sig. (2-tailed)	.774** .000
Entertainment and recreation	Pearson Correlation Sig. (2-tailed)	.765** .000
Identification of the society's culture	Pearson Correlation Sig. (2-tailed)	.780** .000
Career selection	Pearson Correlation Sig. (2-tailed)	.739** .000
Practicing preferred jobs	Pearson Correlation Sig. (2-tailed)	.752** .000
Creation of positive attitudes towards careers	Pearson Correlation Sig. (2-tailed)	.746** .000

As seen in the above table, all correlations among items and the total score were significant at the 0.01 level, hence indicating that the questionnaire was internally consistent.

Reliability of the Questionnaire

The reliability of the questionnaire was established by alpha Cronbach (0.95) and split-half (0.83) methods. These reliability values indicate that the questionnaire was quite reliable.

Data Analysis

To answer the research question, percentages, means and standard deviations were computed using the SPSS program. The two points (agree and strongly agree) and (disagree and strongly disagree) were grouped together so as to find out whether the participants agreed or disagreed to questionnaire items.

Results

Hypothesis 1: Extracurricular activities enhance students' achievement

To test the first research hypothesis that extracurricular activities enhance students' achievement, frequencies, percentages, means and standard deviations of the achievement items were computed. These are shown in table 2.

Table 2. Percentages, means and standard deviations of achievement

Items	Agree	Disagree	Neutral	M	SD
Improving achievement	43.2	13.4	43.3	3.48	1.0
Practicing what is learned theoretically	53.6	14.4	32	3.55	1.11
Performance in tests	50.5	14.4	35.1	3.54	1.1
Assimilation of study courses	51.5	7.2	41.2	3.72	.95
Improving GPA	39.1	19.6	41.2	3.33	1.1
Organization of time	38.1	20.7	41.2	3.33	1.1
Increasing study hours	40.2	18.5	41.2	3.36	1.2
Excellence in study	44.3	17.5	38.1	3.38	1.1
Total Mean				3.46	1.09
Order				7	

It can be observed from data in table 2 that percentages of agreement to the achievement items were higher than percentages of disagreement. The total mean score (M=3.46) was moderate. This shows that participation in extracurricular activities has a moderate positive effect on students' achievement. Thus, the first research hypothesis was supported.

However, the achievement dimension came last among all questionnaire dimensions. A possible explanation for this is that extracurricular activities are not linked to study courses. Examination of existent extracurricular activities at the college reveals that all courses but the Holly Quran competition did not relate to courses. Even the Quran completion is not based on what students study.

Hypothesis 2: Extracurricular activities enhance students' creativity

To test the second research hypothesis that extracurricular activities enhance students' creativity, percentages, means and standard deviations were computed. These are shown in table 3.

Table 3. Percentages, means and standard deviations of creativity

Items	Agree	Disagree	Neutral	M	SD
Improved creativity	57.7	25.8	16.4	3.61	1.2
Order				4	

As listed in table 3, the percentage of students who agreed to the item about the positive effect of extracurricular activities on creativity was significantly higher than students who disagreed. The mean score was (M=3.61) was high. This reveals that participation in extracurricular activities enhances creativity in the field of study. The creativity dimension came in the fourth order. Thus, the second research hypostasis was supported.

Hypothesis 3: Extracurricular activities help with the identification and enhancement of students' giftedness

To test the third research hypothesis that extracurricular activities help with the identification and enhancement of students' giftedness, percentages, means and standard deviations were computed. These are shown in table 4.

Table 4. Percentages, means and standard deviations of giftedness

Items	Agree	Disagree	Neutral	M	SD
Identification of giftedness	52.2	22.7	24.7	3.45	1.33
Confidence in talents	66	14.4	19.6	3.81	1.22
Practicing talents	68.	15.5	16.5	3.90	1.21
Total Mean				3.72	1.25
Order				2	

As shown in table 4, the percentages of agreement to three items relating to the identification and enhancement of giftedness were 52.2, 66 and 68, whereas the disagreement percentages were 22.7, 14.4 and 15.5. It is clear that agreement

percentages are significantly higher. The total mean score (M=3.72) was high. This shows that participation in extracurricular activities helps with the identification and enhancement of talents. This dimension came in the second order. That is, the third research hypothesis was supported.

Hypothesis 4: Extracurricular activities enhance students' emotional control

Percentages, means and standard deviations were computed to test the fourth research hypothesis that extracurricular activities enhance students' emotional control. This data is shown in table 5.

Table 5. Percentages, means and standard deviations of emotional control

Items	Agree	Disagree	Neutral	M	SD
Self-recognition	73.2	7.2	19.6	4.10	1.14
Identification of inclinations	56.7	18.6	24.7	3.58	1.35
Emotional control	58.8	21.7	19.6	3.61	1.38
Satisfaction of psychological needs	56.7	25.8	17.5	3.48	1.46
Alleviation of psychological pressures	45.3	28.9	25.8	3.23	1.16
Total Mean				3.6	1.30
Order				5	

As listed in table 5, the agreement percentages to items relating to emotional control were 73.2, 56.7, 58.8, 56.7 and 45.3, whereas the parallel disagreement percentages were 7.2, 18.6, 21.7, 25.8 and 28.9. The total mean score (M=3.60) was high. This indicates that participation in extracurricular activities enhances students' emotional control. This dimension came in the fifth order. This finding supports the fourth research hypothesis.

Hypothesis 5: Extracurricular activities enhance students' morality

Percentages, means and standard deviations were computed to test the fifth research hypothesis that extracurricular activities enhance students' morality. This data is shown in table 6.

Table 6. Percentages, means and standard deviations of religiousness

Items	Agree	Disagree	Neutral	M	SD
Enhanced religiousness	70.1	16.5	13.4	3.91	1.34
Getting used to good habits	69.1	13.4	17.5	3.92	1.28
Successful confrontation of life situations	54.7	17.6	27.8	3.60	1.34
Establishing good relations with	69	16.5	14.4	3.80	1.37

colleagues					
Establishing good relations with teachers	66	23.7	10.3	3.69	1.50
Total Mean				3.78	1.37
Order				1	

As listed in table 6, the agreement percentages to items relating to religiousness were 70.1, 69.1, 54.7, 69 and 66, whereas the parallel disagreement percentages were 16.5, 13.4, 17.6, 16.5 and 23.7. The total mean score was (M=3.8) was high. This indicates that participation in extracurricular activities enhances morality. This dimension came in the first order. That is, morality in the most positively affected by extracurricular activities. This supports the fifth research hypothesis.

Hypothesis 6: Extracurricular activities enhance students' social adaptation

Percentages, means and standard deviations were computed to test the sixth research hypothesis that extracurricular activities enhance students' social adaptation. This data is shown in table 7.

Table 7. Percentages, means and standard deviations of social adaptation

Items	Agree	Disagree	Neutral	M	SD
Serving community	60.8	18.5	20.6	3.64	1.39
Social adaptation	58.7	14.4	26.8	3.64	1.27
Problem solving	51.5	18.5	29.9	3.48	1.28
Identification of the society's culture	57.8	24.8	17.5	3.56	1.24
Total Mean				3.58	1.30
Order				6	

From table 7, it can be seen that agreement percentages to the four items relating to social adaptation were 60.8, 58.7, 51.5 and 57.8, whereas the parallel disagreement percentages were 18.5, 14.4, 18.5 and 24.8. The total mean score (M=3.6) was high. This indicates that participation in extracurricular activities enhances social adaptation. This dimension came in the sixth order. Thus, the sixth research hypothesis was supported.

Hypothesis 7: Extracurricular activities enhance students' career selection

Percentages, means and standard deviations were computed to test the seventh research hypothesis that extracurricular activities enhance students' career selection. This data is shown in table 8.

Table 8. Percentages, means and standard deviations of career selection

Items	Agree	Disagree	Neutral	M	SD
Entertainment and recreation	54.7	23.7	21.6	3.57	1.43
Selection of future careers	62.9	19.6	17.5	3.69	1.39
Practicing preferred jobs	61.8	17.5	20.6	3.77	1.28
Creation of positive attitudes towards careers	66	15.4	18.6	3.79	1.25
Total Mean				3.7	1.34
Order				3	

From table 8, it can be seen that agreement percentages to the four items relating to career selection were 54.7, 62.9, 61.8 and 66, whereas the parallel disagreement percentages were 23.7, 19.6, 17.5 and 15.4. The total mean score ($M=3.7$) was high. This indicates that participation in extracurricular activities enhances career selection. This dimension came in the third order. This supports the seventh research hypothesis.

In brief, data analysis revealed that extracurricular activities had positive effects on all the dependent variables in the following order:

1. Morality.
2. Giftedness.
3. Emotional control.
4. Creativity
5. Career selection.
6. Social adaptation.
7. Achievement.

Discussion

Data of the present study revealed that extracurricular activities had positive effects on all the dependent variables. This is in line with the mainstream of previous studies that reported positive effects of extracurricular activities on achievement (Aldhry, 1431; Mazuo, 2014), psychological well-being (Aldhry, 1431), social adaptation (Aldhry, 1431), and creativity (Zahaw, 2008). The strongest effect was on students' morality, followed by identification and enhancement of talents, career selection, creativity, psychological balance, social adaptation, and achievement. The reason that morality was the most affected by extracurricular activities is that students at the college participate in several religious activities. These activities are mainly concerned with good behavior.

Extracurricular activities were found to provide opportunities for students' creativity and talents to be identified and enhanced. Teachers and personnel in charge with activities can identify students' potentials and nurture them. These potentials can remain uncovered in classroom work where students are overwhelmed by coursework that leaves no space for the expression of students' talents and potentials.

Students in extracurricular activities establish relationships with colleagues, instructors, personnel and people from the local community where activities involve partnerships with the local community. Such interactions are not available in the classroom again because of the hectic nature of classroom work. In extracurricular activities, students learn how to establish and maintain relationships (Aldhry, 1431). They also learn social skills that enhance one's ability to maintain relationships, e.g., negotiation, co-operation and collective decision making. This way, participation in extracurricular activities can enhance the students' ability to adapt with others and with their environment.

The finding that extracurricular activities enhance students' emotional stability seems logical. The atmosphere of extracurricular activities is free from stressors that students experience in traditional classroom learning. Positive relations that students can establish in extracurricular activities can help them to practice emotional control not to spoil one's relations. Furthermore, several extracurricular activities have several elements of fun and enjoyment, which improve students' general well-being (Aldhry, 1431).

Participation in extracurricular activities can sensitize students to their career preferences, especially when activities involve partnerships with local institutes and associations. Extracurricular activities can be a link between university education and the labor market. Through them, students can identify the needs of the labor market and the careers to make for when they graduate. In some extracurricular activities, students are taken to workplaces to experience the real places where they might get employment in the near future. This undoubtedly helps students make career preferences, which makes them goal-oriented.

That the least effect of extracurricular activities was on achievement can be explained in the light of the fact that extracurricular activities in the college are not related to study courses. For this reason, there should be activities relating to courses. These activities can focus on getting students to apply what they learn in courses in real life

situations. Application of theoretically acquired knowledge makes learning meaningful and instrumental.

Recommendations

Based on the results, the following recommendations are offered:

1. Paying more attention to scientific societies, e.g., specialized scientific societies..
These activities can be entertaining and can enhance achievement in the same time.
2. Paying more attention to activities that are concerned with community service.
3. Using activities that can enhance students' innovativeness.
4. Varying activities to cover all functions of extracurricular activities.
5. Increasing the budget allocated to extracurricular activities.
6. Including all students in extracurricular activities.
7. Including skills such as communication and speech giving in curricula.
8. Using teaching methods that foster attitudes and skills.
9. Providing students with opportunities to practice their talents and hobbies.
10. Providing times in schedules where students can participate in extracurricular activities.
11. Equipping labs for practical extracurricular activities.
12. Encouraging scientific research by organizing competitions and giving awards.
13. Encouraging and supporting students' small projects.
14. Setting partnerships with community institutions, e.g., voluntary institutions where students can receive training.

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Marital adjustment of women with hearing disabilities In the light of some variables

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Abstract

This study explored marital adjustment of women with hearing disabilities in Tabuk, KSA. Participants were 20 married women with hearing disabilities who were chosen intentionally based on their consent. Using the descriptive correlational method, the authors administered the Marital Adjustment Scale (Abu-Mousa, 2008) to collect the required information about marital adjustment of married women with hearing disability. Statistical tests used in the treatment of data included the t-test, Mann-Whitney test, Wilcoxon test and Kruskal-Wallis test. Results revealed that participants had low level of marital adjustment. No significant differences in marital adjustment were found by severity of the disability, the husband's condition, age, the educational level and years of marriage.

Keywords: marital adjustment, women with hearing disability, marriage of persons with disabilities.

Introduction

There are several types of disabilities, e.g., mental disability, hearing disability, visual disability and autism with each disability having unique characteristics. Research and daily communication with disability groups have shown that persons with intellectual disabilities, autism and multiple disabilities need special care and that they have difficulty establishing successful marital life. Persons with visual, hearing or motor disabilities, on the other hand, are closer to normal persons. All they need is to adapt to the disability. Like normal persons, persons with such disabilities think of having families. El-Waal (2008: 1) suggests that if disability does not prevent a person from assuming an active role in society, s/he has the right to have a family and live normally.

Like other social systems, marriage has social, cultural, economic, and educational goals. The spouses need to exert efforts, so marriage can continue successfully. Successful marital life depends on the extent to which the spouses adjust with emergent life changes. They need to flexibly change their social roles to suit the nature of marital life. Adjustment between spouses is positively reflected on children.

Children reared in families where there is adjustment between parents are more likely to be good citizens when they grow up. If the relationship between spouses is based on love, understanding and mutual care, marriage is more likely to be successful (Belkheir, 2017: 91).

Statement of the Problem

Successful marriages of persons with hearing disabilities (deaf and hard of hearing) help to integrate them into society and to increase the likelihood of their having a safer future. If left to chance, such marriages can transfer disabilities to their children. Marriage is a human right that the constitution guarantees for all. However, the marriage of persons with disabilities needs to be researched (Abu Mousa, 2008: 4). This provided the impetus for conducting the present study that addressed the marital life of women with hearing disabilities. This issue is important because it has significant individual, familial and social reflections. It bears significance for persons with disabilities and for the society as a whole. Such an investigation can provide theoretical and empirical knowledge that can, if used judiciously, provide people with insight of how to make the marriage of persons with disabilities successful. This can contribute to the stability of marriages and in the same time reduce the likelihood of incoherent family relationships. Knowing about adjustment of spouses with disabilities and how to secure it can eliminate relationship-breaking factors that apply to marriage in general and those that are specific to the marriage of persons with disability. This is an important issue given the numerous problems that are prevalent in the contemporary family, e.g., family disintegration, spiritual and actual divorce and high incidence of familial violence (Al-Hattaniyah, 2015: 205-372). This study aimed to shed light on marital adjustment of women with hearing disabilities in Tabuk, KSA where the authors communicated with a number of women with hearing disabilities who were married or about to get married. Those women spoke about

problems with marital adjustment, which drove the authors to research the issue. Specifically, the study addressed the following questions:

1. What is the level of marital adjustment of women with hearing disabilities?
2. Are there significant differences in the marital adjustment of women with hearing disabilities by severity of disability, the husband's condition, the educational level, age and years of marriage?

Significance of the Study

It is important to research the rights of persons with hearing disabilities, including their right to have families if their financial, professional and psychological capabilities are favorable. Persons with hearing disabilities are able to assume marriage responsibilities whenever they meet the conventional conditions of marriage, e.g., equivalence and the ability to bear the responsibility of having a family. Successful marriage enables persons with hearing disabilities to achieve themselves, integrate in their communities and maximize their potentials. Marriage also protects them from any sexual or behavioral deviations that may interfere with their social and psychological functioning. The impetus to do this research stemmed from the authors' conviction of the importance of the psychological and social stability of women with hearing disabilities. The study is hopefully expected to provide research information and experiences in the field of the marriage of persons with disabilities. This research-based knowledge can be used when developing counseling programs for women with disabilities who are about to get married. This training can prepare them to have successful marriages. This study is hopefully expected to add to research into the social life of persons with disabilities. To the best of the authors' knowledge, no previous studies addressed marital adjustment of persons with hearing disabilities in Tabuk.

Aims of the Study

- Enriching studies in the field of social adjustment of women with disabilities by exploring their marital adjustment.
- Identifying differences in the marital adjustment of women with disabilities by severity of disability (deaf and hard of hearing), the husband's condition, the educational level, age and years of marriage.
- Providing workers in the field of special education, family counseling, and social service with information about the marital adjustment of persons with disabilities.

Delimitations of the Study

The study was conducted on a sample of married women with hearing disabilities in Tabuk, KSA during the year 2019.

Literature Review

Marriage is a biological and social necessity. It is the basis for having a family for Muslims and most people from other religions. If successful, marriage is a source of happiness for the wife, the husband and children. Islam and contemporary psychology consider marriage the basis of the mental health of the spouses who, if in harmony, support each other psychologically. Marital adjustment is a reflection of positive social interaction between the spouses. Marriage which is a reciprocal relationship between two persons with independent personalities entails mutual understanding in order to be successful (Hudebel, 2011: 227).

Like normal persons, persons with hearing disabilities have the right to get married and have a family. Marriage is their means to achieve psychological and emotional stability away from undesirable behaviors. However, the marriage of persons with disabilities arouses many tensions given that they have limited capabilities with current living conditions. Furthermore, families have negative attitude towards the marriage of persons with disabilities, as they believe the disability will lead to the failure of marriage. They also have the fear that marriage of persons with disabilities will transfer disabilities to children (Al-Hawari, 75: 2019).

Marriage is an important issue for persons with disabilities who have the right to a decent life. Most laws in different countries guarantee the right of persons with disabilities to have families and children. This right and others have recently captured the interest of people working with this group. Also, there has been a growing recognition of the rights of persons with disabilities and the importance of improving the quality of their life (Al-Sanhouri 1: 2009).

Marital adjustment is an important factor of successful marriage and an indicator of mental health in the family. It refers to the ability of the spouses to adapt to marital life. This concept has emerged recently with social changes that have come to focus on human adjustment. Adjustment refers to the ability to adapt to oneself "psychological adjustment" and to the social environment "social adjustment". It is an ongoing process by which a kind of balance is set between the individual and his environment (Solyman, 2005: 20). As to marriage, it is a concept that is based on two criteria: legitimacy and the intention to continue in the relationship. Legitimacy is imposed by divine legislation or secular law. The intention to continue the relationship begins with publicity of marriage (Abu Amrah, 2011: 26). Marriage is a social arrangement for a permanent relationship between men and women to regulate intimate human relations, including satisfaction of the sexual needs of the spouses in a legitimate way. This relationship is characterized by a degree of stability and conformity to social standards. It is the means by which the society organizes and secures a number of responsibilities and rights, e.g., sexual intercourse, the rights of the wife, the rights of the husband, reproduction and inheritance. Marital adjustment means relative agreement between the spouses in their marital relationship and positive interaction in achieving common goals of their marital lives. (El-Khouli, 2016: 55).

Studies reported that about 95% of Deaf persons prefer to get married to persons from their group, so they can communicate with one another using the sign language.

They view themselves as a distinctive group and marriages among them are stable because of their shared mode of communication (Al-Hawari, 75: 2019). A number of studies addressed the issue of marital adjustment of persons with disabilities in different societies. Al-Hawari (2019) explored marital adjustment and communication in a sample of mixed Deaf spouses in Gaza. Results reported a high level of marital adjustment and communication between the normal husband and his Deaf wife. The level of marital adjustment and communication between the normal wife and her Deaf husband was average. Significant differences in marital adjustment and communication were found between normal husbands and Deaf wives on hand and normal wives and Deaf husbands on the other in favor of the latter. The study also revealed a positive effect of marital adjustment on family communication among mixed Deaf spouses.

Muayyad (2018) studied marital adjustment and its relation to self-esteem of persons with motor disabilities in Bethlehem and Hebron in the light of some independent variables: gender, age, place of residence, educational level, severity of disability and governorate. Results showed that marital adjustment of persons with motor disabilities in Bethlehem and Hebron was high. Statistically significant differences were found in marital adjustment in favor of males. No statistically significant differences in marital adjustment were found by age, educational level, severity of disability and governorate. As to self-esteem, there were significant differences by place of residence and educational level. However, no significant differences in self-esteem were found by gender, age, and severity of disability. A positive correlation was found between marital adjustment and self-esteem. Finally, marital adjustment proved to have a strong effect on the self-esteem of people with motor disabilities. Arezoo et al., (2018) investigated the effect of training on life skills on the marital satisfaction of Deaf women in the Iranian Deaf Association (IDA). Results revealed that training on life skills improved marital satisfaction among the Deaf.

Al-Ma'ayta (2015) explored the level of marital adjustment and the attitude towards disabilities among families of children with hearing disabilities and its relation to the achievement motivation of their children with hearing disabilities. The level of marital adjustment and the attitude towards disabilities were moderate. Furthermore, a weak positive relationship was found between marital adjustment and the attitude towards disabilities on one hand and achievement motivation of children on the other. In a study (Sofie et al., 2016) titled 'Deaf and unwanted? Marriage characteristics of deaf people in eighteenth- and nineteenth-century Belgium: a comparative and cross-regional approach', the marriage characteristics of Deaf men and women born in eighteenth- and nineteenth-century Belgium are compared to each other, as well as to a group of non-deaf siblings and a group of Swedish deaf persons. The aim is to determine the extent to which the marriage pattern of Deaf persons lined up with that of non-disabled persons and to see how experiences of disablement interacted with the environment in which persons dwelt. This article challenges the belief in a universal disability experience by arguing that although deaf individuals generally encountered more difficulties in finding a marriage partner, marriage chances were significantly dependent on personal characteristics such as gender, living environment and birth date.

Al-Jaafara (2016) sought to identify the attitude of families towards the marriage of their children with disabilities and its relation to quality of life. The attitude was found to be negative. The relationship between the attitude of families towards the marriage of their children with disabilities and the level of quality of life was negative and unaffected by gender and type of disability. Mosier (1999) assessed similarities and differences in marital adjustment between Deaf-Deaf and Deaf-hearing married couples. Although there were no statistically significant differences between the two groups, Deaf-Deaf couples tended to have higher marital adjustment mean scores than Deaf-hearing couples. Deaf-hearing females reported the lowest

levels of marital adjustment. A qualitative component of the study yielded information concerning what Deaf-Deaf and Deaf-hearing couples consider the most important factors contributing to marital happiness. Both Deaf-Deaf and Deaf-hearing couples reported that language and cultural compatibility is the most important quality of a successful marriage.

Tambs (1992) explored the husband's perceptions of the effect of his partner's hearing impairment on their relationship. The majority of participants identified a number of communication difficulties during their marriage, e.g., repeating themselves extensively in conversation with their hearing impaired partners (97%), raising the volume of their voices (83%), and the need to maintain direct contact with their spouse (74%). These difficulties also led to negative feelings in marriage. Sixty nine percent of participants reported feeling frustrated because of the difficulties they faced owing to the partner's hearing impairment. Seventy one percent of participants reported anxiety or fear about the safety of their hearing impaired partners, e.g., not hearing alarms or warning bells. Participants also reported that a partner's hearing impairment could develop negative feelings in marriage. Therefore, audiologists should be aware of the perceptions of hearing spouses when providing auditory rehabilitation for spouses with hearing impairment and their partners, which can prevent dissonance in marriage.

In their study with the title 'Marital status and birthrate of Deaf people in two Swedish counties: the impact of social environment in terms of Deaf community', Carlsson, Danermark and Borg (2005) recorded the birthrate and the proportions of married and divorced people among Deaf people in two Swedish counties: Narke, which had a strong Deaf community, and Varmland, whose Deaf community was weak. In both counties, the authors found that deafness was associated with low marriage rates and low birthrates. Further, in Narke, 99% of the people in the sample were married to another deaf person; only 10% were in Varmland. In Narke, the

divorce rate among Deaf people was about the same as that of the reference population (i.e., the county's marriage-age population). In Varmland, Deaf people had a relatively low divorce rate.

Method

The descriptive correlational method was used in the study. The research population was married women with hearing disabilities in Tabuk, KSA. The researches could not find a reliable source identifying the number of married women with hearing disabilities in the population of Tabuk. A total of 20 married women with hearing disabilities (Deaf and hard of hearing) participated in the study. They were intentionally selected. The following table lists their characteristics.

Table 1. Characteristics of the sample

Severity of Disability		Husband's Condition			Educational Level				
Deaf	Hard of hearing	Deaf	Hearing	Illiterate	Elementary	Intermediate	Secondary	University	
16	4	11	9	3	3	4	10	0	

The Instrument

The Marital Adjustment Scale developed by Abu Mousa (2008) was used for the collection of required data about marital adjustment of women with hearing disabilities. It consists of three dimensions: (1) affection, love, and understanding, (2) marital satisfaction and happiness and (3) the ability to solve marital disputes. The authors validated the scale in the present study. Its validity was checked by computing correlations among items and total scores of the dimensions they belonged to (internal consistency). The correlation coefficients ranged between 0.40 and 0.80. Reliability was established using alpha Cronbach. Reliability coefficients ranged

between 0.960 and 0.979. All validity and reliability values were high, hence indicating that the scale was valid and reliable.

Results:

The level of marital adjustment of women with hearing disabilities

To identify the level of marital adjustment of married women with hearing disabilities, Wilcoxon Tests was used. These results are shown in table 2.

Table 2. Wilcoxon test for the level of marital adjustment of married women with hearing disabilities

Variable		Sample Size	Mean of ranks	Sum of ranks	Z- Value	Probability	Result
Marital adjustment	Neg. Ranks	13 ^a	14.00	182.00			Low
	Pos. Ranks	7 ^b	4.00	28.00	-2.883 ^a	.004	

It is clear from table 2 that the level of marital adjustment of participants was low. This finding is consistent with the study of Tambs (1992) where hearing spouses reported problems of communication with their partners with hearing disabilities, e.g., repeating themselves extensively in conversation with their hearing impaired partners (97%), raising the volume of their voices (83%), and the need to maintain direct contact with their partners (74%). These problems reduced the level of adjustment between spouses. This finding is somehow inconsistent with the studies of Muayyad (2018) and Al-Ma'ayta (2015) where adjustment of spouses with hearing disabilities was moderate. This finding is nonetheless inconsistent with the finding reached by Al-Hawari' (2019) where a high level of marital adjustment and communication was found among Deaf spouses with Deaf or hearing partners. Other studies reporting an inconsistent finding were the studies conducted by Zahran

(2003), Attayb (1988) and Khair (2011). All three studies are cited in Khaled and Moaz (2018)

This result can be explained by the fact that participants had a number of negative feelings about their marriage. They conveyed these feelings in meetings and discussions with the two authors. Many participants had the fear that their marriage could fail owing to effects of their disability. Some of them reported that marriage for them was a dream that they thought would not come true. When they got married, they were afraid that their dream would turn into a nightmare. One of them commented "I thought I would never marry". Another said "I was terrified that my marriage would be a complete failure and that things would be rather difficult". Such feelings might have resulted in their having a sense of insecurity about their marriage. These fears and negative feelings undoubtedly interfered with their marital adjustment.

It seems that disability had a negative impact on participants' self-satisfaction, which, in turn, reduced their marital satisfaction. Participants also reported facing many problems in their marital life that they could not adapt to or solve. One of them said "there are problems that we leave unsolved hoping that time will solve it or that someone else will solve for us". Furthermore, they reported that they did not receive support from their partners in order to overcome the problems they faced with their marital life. In addition to problems caused by the disability, they reported facing many of the problems that normal spouses face. In sum, the authors concluded from the participants' comments that they were not confident about their ability to make a happy family. Logically, this expected failure interferes with the marital adjustment of married women with hearing disabilities.

Abu Mousa (2008) wrote that most marriages of persons with disabilities are not successful because many of them are initiated for utilitarian gains and exploitation.

Many normal persons choose partners with disabilities because they cannot defend themselves. They want to have the upper hand with completely submissive wives. It is, therefore, imperative that persons with disabilities receive rehabilitation prior to their marriage. They need to be instructed about the concepts of marriage, family and responsibility. Families also have a significant role to play in this respect. Parents should teach their children with disabilities about the rights of the spouses and the way to deal with family problems. They should impart to them that they have the right to get married and have families exactly like normal persons. That is, they should eliminate the expected negative impact of disability on the marriage of their children with disabilities. To succeed in this, they should dispel any erroneous beliefs or conceptions their children with disabilities might have about marriage.

The effect of severity of disability on marital adjustment of women with hearing disabilities

To explore differences in marital adjustment of women with hearing disabilities by severity of disability, the Mann-Whitney test for dependent samples was used. These results are presented in table 3.

Table 3. Mann-Whitney test for differences in marital adjustment of women with hearing disabilities by severity of disability

	Severity of disability	Sample size	Mean ranks	Sum of ranks	U	Z-value	Possibility	Result
Marital Adjustment	Deaf	16	10.53	168.50	31.500	-.048-	.962	Not sig.
	Hard of hearing	4	10.38	41.50				

Data in table 3 shows that there were no statistically significant differences in the marital adjustment of women with hearing disabilities by severity of disability. This finding is consistent with the finding reported by Muayyad (2018) where no statistically significant differences were found in marital adjustment of persons with motor disabilities in Bethlehem and Hebron owing to severity of disability. Severity of disability (Deaf and hard-hearing) also did not have a significant effect on psychological adjustment of persons with hearing disabilities (Moaz, 2018). A possible explanation for this finding is that persons with hearing disabilities accept each other. They share many things, e.g., schools and associations that serve them. They have a sense of common destiny. Even the term hearing disabilities unifies them. Furthermore, they use the sign language in their communication regardless of the severity of disability. What they have in common makes them in good terms with each other.

The effect of the husband's condition on the marital adjustment of women with hearing disabilities

To explore differences in the marital adjustment of women with hearing disabilities by husband's condition, the Mann-Whitney test for two unequal samples was used. These results are presented in table 4.

Table 4. Mann-Whitney test for differences in marital adjustment of women with hearing disabilities by husband's condition

	Husband's condition	Sample size	Mean ranks	Sum of ranks	U	Z-value	Possibility	Result
Marital Adjustment	Deaf	11	11.27	124.00	41.00	-.654	.513	Not sig.

t	Hearing	9	9.56	86.00
		20		

It is obvious from the above table that there were no statistically significant differences in the marital adjustment of women with hearing disabilities by the husband's condition (with hearing disability or normal).

This finding is inconsistent with the finding reported by Abebi, et al., (2018) who explored marital satisfaction among the Deaf by surveying studies tackling the topic from 1978 and 2017. The survey revealed that marital satisfaction among partners with Deaf spouses was higher than that among partners with normal spouses. Carlson et al., (2005) concluded that Deafness affects social interactions, including adjustment and the desire to have children. This finding is also inconsistent with the study conducted by Tambs (1992) who concluded that the more severe the hearing disability, the more frustrated are hearing impaired patterns with hearing spouses. A possible explanation for this finding is that husbands with normal hearing show good consideration and understanding of their wives' conditions. This can be a characteristic of husbands in the study population.

The effect of the educational level on the marital adjustment of women with hearing disabilities

Kruskal-Wallis Test was used to explore differences in the marital adjustment of women with hearing disabilities by educational level. These results are listed in table 5.

Table 5. Kruskal-Wallis Test for differences in marital adjustment of women with hearing disabilities by educational level

	Educational level	Sample size	Mean ranks	df	Chi	Possibility	Result
Marital	Illiterate	3	11.67	3	1.698	.637	Not

Adjustment	Elementary	3	7.67	sig.
	Intermediat e	4	8.62	
	Secondary	10	11.75	
	Total	20		

It is obvious from the above table that there were no statistically significant differences in the marital adjustment of women with hearing disabilities by the educational level. This finding concurs with the studies by Muayyad (2018), Mousa (2008), Khaled and Moaz study (2018), Hashem (2001) and Al-Amoudi (2001). However, it is not in line with the study by Sahaf (2015) where significant differences in the marital adjustment of a sample of married couples in Mecca were attributed to the educational level of the husband.

The standards that individuals adopt when choosing their partners differ. E.g., love, beauty or money. Most people prefer the presence of cultural and educational accord. Such individuals prefer partners with good qualifications. Often, individuals who think of getting married get confused about whether to choose partners with inferior educational and cultural level given that some men prefer an educated wife and see her more capable of bearing the responsibility of rearing children. By the same token, the woman prefers a husband who fits her culturally, so they can discuss decisions together. Other men see that an educated woman is arrogant and cannot be easily persuaded and for this reason they prefer women with lower educational levels. Some women are reluctant to get married to a man with higher educational level than hers, which makes her inferior to him. However, we still witness husbands and wives who lack intellectual or cultural accord, but their marriage is successful. That is, the educational level is not always a condition of successful marriage. Success, happiness and adjustment can depend on other criteria rather than similarity in educational backgrounds.

The effect of age on the marital adjustment of women with hearing disabilities

Kruskal-Wallis Test was used to explore differences in the marital adjustment of women with hearing disabilities by age. These results are listed in table 6.

Table 6. Kruskal-Wallis Test for differences in marital adjustment of women with hearing disabilities by age

	Age	Sample size	Mean ranks	df	Chi	Possibility	Result
Marital	Less than 20	6	8.58				
Adjustmen	21-25	9	13.33				
t	More than 26	5	7.70	2	3.917	.141	Not sig.
	total	20					

Data in table 6 reveals that there were no statistically significant differences in the marital adjustment of women with hearing disabilities by age. This finding concurs with the studies by Muayyad (2018) and Khaled and Moaz (2018) which explored the psychological adjustment of people with hearing disabilities in general.

Many researchers believe that marital adjustment tends to stabilize during the life cycle. The early stage of marriage is characterized by closeness and interdependence, while the late stage is characterized by confrontation, debate and negotiation regarding control and power. It is natural that time causes a kind of routine, apathy and lack of joint activities and decisions. It seems that people who are happy in their marriage become less admiring towards their partners with time, while unhappy people view their partners as absolutely undesirable (El-Khouly, 2000).

The effect of years of marriage on the marital adjustment of women with hearing disabilities

Kruskal-Wallis Test was used to explore differences in the marital adjustment of women with hearing disabilities by years of marriage. These results are shown in table 7.

Table 7. Kruskal-Wallis Test for differences in marital adjustment of women with hearing disabilities by years of marriage

	Years of marriage	Sample size	Mean ranks	df	Chi	Possibility	Result
Marital Adjustment	1	5	9.70	4	1.546	.818	Not sig.
	2	4	11.12				
	3	4	8.50				
	4	2	9.25				
	5	5	12.90				
	Total	20					

Data in table 7 reveals that there were no statistically significant differences in the marital adjustment of women with hearing disabilities by years of marriage. This finding is in line with the studies by Muayyad (2018), Musa (2008) Al-Lladaa (2002).

It is expected that progression in marriage increases marital adjustment. Marital relations in their beginnings go through many problems owing to variations in personality, preferences, habits and behaviors. These can be a source of conflict between the spouses. Thus many people mention that the first years in marriage are the most difficult. The information the authors obtained from participants during the interviews revealed that the early years of their marriage were dominated by surprise and the desire to succeed and satisfaction. They reported that progression in marriage increased their confidence and adjustment.

Conclusions

- 1- Marital adjustment of married women with hearing disabilities in Tabuk is low.
- 2- There were no significant differences in marital adjustment by severity of disability (Deaf and hard of hearing).
- 3- There were no significant differences in marital adjustment by the husband's condition.
- 4- There were no significant differences in marital adjustment by the educational level.
- 5- There were no significant differences in marital adjustment by age.
- 6- There were no significant differences in marital adjustment by years of marriage.

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