

The Level of Social Skills Among Divorced Female University Students

A Field Study on a Sample of Divorced Female University Students at Mohamed Khider University of Biskra

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Abstract:

The present study aimed to identify the level of social skills among divorced female university students, focusing on the following dimensions: self-assertion skills, social control skills, and social communication skills. Additionally, the study sought to investigate whether there were statistically significant differences in the level of social skills based on the variables of type of divorce, duration of marriage, and type of marital family (extended family vs. nuclear family).

The study adopted a descriptive approach and utilized a specially designed social skills questionnaire. The sample consisted of 30 divorced female students from Mohamed Khider University of Biskra.

The results revealed that the level of social skills among the study sample was low. Furthermore, there were no statistically significant differences in social skills levels based on the type of divorce, duration of marriage, or type of marital family.

Keywords : Social skills, divorce, social control, social communication, female university students.

Introduction:

The family represents the primary unit of society, and the growth and progress of a society depend on the cohesion and stability of the family, as well as its ability to raise children according to prevailing norms. The stability and continuity of society are influenced by the level of understanding, harmony, and adaptation between spouses. Although the family initially consists of a couple living together to achieve stability and emotional connection, each partner has their own needs and values. As a result of these differences, the possibility of conflict arises, making the likelihood of divorce a persistent reality.

Divorce is one of the most prevalent issues in most societies, representing a widespread phenomenon and a social and psychological problem that hinders social structure. Divorce directly affects the family, which serves as the fundamental unit and backbone of society.

In recent years, Algeria has witnessed an unprecedented rise in divorce cases across both urban and rural areas. This increase is attributed to various social, economic, psychological, or familial problems that have led to marital dissolution.

Despite being a deeply personal matter, divorce extends beyond the individual to impact society as a whole. While both parties experience material and emotional consequences, society often places the blame on women for the failure of marriage and the breakdown of the family. In a patriarchal society, divorced women are often stigmatized and viewed with inferiority.

Women's issues have taken a central role in international agreements and conferences since the latter half of the 20th century, with a focus on empowering women and enhancing their participation in social development. Social development in any society is fundamentally reliant on human resources and their active potential. Women represent a valuable national human resource, and empowering them by equipping them with social skills is a fundamental requirement for community development. This empowerment is also essential for establishing social justice, ensuring social security and stability, and fostering family cohesion.

2.1 Research Problem

Social interaction forms the foundation of relationships between individuals, as it involves exchange and participation in various social situations in ways that are socially acceptable. Through interaction, individuals respond to, influence, and are influenced by one another, ensuring the continuity of social relationships.

Social skills are among the most important dimensions of social interaction that have attracted the attention of social researchers, as they determine the nature of an individual's daily interactions with those around them in different contexts. When these skills are well-developed, they serve as key elements in social interaction at both individual and societal levels.

Human beings are inherently social and need interaction with groups and individuals within society in a way that benefits both them and the groups they belong to. This need for a group provides individuals with a sense of acceptance, integration, and belonging. By sharing common values and attitudes with group members, individuals must acquire social experiences that enable them to adapt to their social environments. Among the most essential of these experiences are social communication skills, social control skills, and self-assertion skills.

From the above, we conclude that social skills are behaviors that enhance an individual's competence in different social situations. Possessing these skills provides a sense of comfort, enables the fulfillment of social needs, and contributes to both social and personal success.

Thus, social skills become a key determinant of interpersonal communication and a clear indicator of an individual's social adaptation. Any deficiency in social skills may negatively impact an individual's life, social relationships, personal connections, and family dynamics.

The relationship between family members, particularly between spouses, is fundamentally based on affection and compassion. As stated in the Quran :

"And one of His signs is that He created for you spouses from among yourselves so that you may find comfort in them. And He has placed between you compassion and mercy. Surely in this are signs for people who reflect." (Surah Ar-Rum, 21).

Although marital relationships are originally built on mutual affection, the increasing intensity of daily interactions should ideally strengthen these bonds. However, at times, difficulties may arise that hinder understanding and the fulfillment of marital roles, whether due to internal family dynamics or external influences. These difficulties often lead to conflicts.

Such conflicts can sometimes be temporary, which is natural and even beneficial, as they enhance the couple's ability to develop their skills in fulfilling their roles or resolving future disagreements. However, when temporary conflicts become persistent, they can escalate into permanent conflicts that jeopardize the unity of the family, ultimately leading to its collapse.

Family conflicts arise when there is a discrepancy between expected roles and actual behaviors within the family unit. Over the course of scientific research, scholars have attempted to explain the causes of family conflicts, particularly divorce. Some attribute it to broader social structures and values, while others link it to personal and family circumstances. Others view it as a consequence of economic and social developments, including women's increasing access to education and employment. Additionally, globalization, the information revolution, and shifts in values and behaviors have contributed to changing perceptions of marriage and family roles.

For example, functional sociologists argue that divorce occurs due to structural imbalances within society that affect the family system, both in its structure and functionality.

This study is based on the hypothesis that low levels of social skills—particularly self-assertion, social control, and social communication—among divorced female university students are among the primary causes of divorce.

Research Questions

In light of the above, the present study seeks to answer the following questions:

- What is the level of social skills among divorced female university students?
- Are there statistically significant differences in social skills based on the type of divorce?
- Are there statistically significant differences in social skills based on the duration of marriage?
- Are there statistically significant differences in social skills based on the type of marital family (extended vs. nuclear family)?

3.1 Research Hypotheses

The study is based on the following hypotheses:

- The level of social skills among divorced female university students is moderate.

- There are statistically significant differences in social skills based on the type of divorce.
- There are statistically significant differences in social skills based on the duration of marriage.
- There are statistically significant differences in social skills based on the type of marital family (extended vs. nuclear family).

4.1 Significance of the Study

From a practical perspective, this study holds significance as it is the first of its kind, according to the researcher's knowledge, to address social skills among divorced female university students. The findings could benefit family and social specialists, encouraging further research on the role of social skills in marital stability.

Additionally, the rapid rise in divorce rates in Algeria has reached an alarming level, posing a serious threat to social stability. Investigating the causes of this phenomenon is a crucial social and developmental priority in order to mitigate its consequences.

5.1 Research Objectives

This study aims to achieve the following objectives:

- Examine the level of social skills among divorced female university students.
- Rank the dimensions of social skills, namely: (Self-assertion, Social control, Social communication)
- Investigate whether there are statistically significant differences in social skills based on: (Marriage duration, Type of divorce, Type of marital family).

2. Theoretical Framework of the Study

1.2 Social Skills

A. Definition of Skill

Linguistic Definition: The term "Skill" originates from the Arabic verb mahar ,and the noun mahir ,means proficient or skilled. It is said, "So-and-so is proficient in science," meaning they are knowledgeable and well-versed in it. Al-mahara refers to proficiency in something, and its plural is maharah (Ibn Mandhour, 2003).

Terminological Definition: A skill is something that an individual learns to perform with understanding, ease, accuracy, and efficiency. It can be carried out either physically or mentally (Abuu Helo, 2008)

As for the term "**social**," Al-Baalbaki defines *social* (Social) as being related to people and their relationships with one another (Al-Baalbaki, 2000).

Radouan further clarifies that the term *social* refers to the coexistence of community members and their mutual social interactions (Radouan, 2003).

In other words, social encompasses all aspects of interpersonal relationships. A skill becomes social when an individual interacts with another person and engages in a social activity requiring skills to harmonize their actions with those of the other individual, ensuring a coordinated interaction.

B. Definition of Social Skills

Mohamed El-Sayed Abd El Rahman defines social skills as "**the ability to initiate interactions with others, express both positive and negative emotions towards them, and regulate one's emotions in social interactions in a manner appropriate to the situation**" (Mohamed al-Sayed, 1988).

C. Components of Social Skills

Scholars analyzing and categorizing social skills consider them complementary to one another, as an individual cannot focus on just one

aspect without the others. Knowledge of social skills and norms alone is insufficient unless they are applied appropriately in different situations (Al-Moutaouaa, 2001)

Spencer (1991) asserts that social skills include **cognitive components and behavioral elements** necessary for an individual to achieve positive outcomes when interacting with others. This leads to favorable judgments and evaluations from others regarding that behavior.

Some researchers, such as McFall (1982), distinguish between two main approaches in defining the components of social skills:

1. The Behavioral Approach: This view considers social skills as a set of specific responses tailored to a particular situation.
2. The Trait Approach: This approach regards social skills as a hypothetical construct, representing a personal ability or trait that includes a general predisposition to respond.

Thus, social skills can be defined based on four perspectives:

- The first approach emphasizes the trait nature of social skills.
- The second approach focuses on their behavioral structure.
- The third approach highlights their cognitive structure.
- The fourth approach, supported by contemporary researchers, adopts an integrative perspective on social skill development.

In General, Social Skills Consist of Several Components Summarized by Al-Mashat as Follows:

Behavioral Components

The behavioral components of social skills refer to all behaviors exhibited by an individual that can be observed during interactive situations

with others. These components are known as social behavior and can be categorized into two main types:

- **Verbal Behavior:**

The verbal behavior of a communicator plays a significant role in assessing their social skills in social interaction situations. The content of verbal behavior directly conveys the individual's intent more effectively than any other aspect of social behavior, making verbal components a crucial element of social skills.

- **Non-Verbal Behavior:**

Non-verbal behavior plays a vital role in interpersonal communication and relationships. These non-verbal cues often serve as important messages that contribute to evaluating an individual's social skills during conversations and interactions (Al-Mechat, 2008).

Ladd & Mize (1983) state that one of the key components of social skills is a child's ability to understand the rules of social behavior, set goals, determine the means to achieve these goals, be aware of the context in which behaviors occur, evaluate their own behavioral performance, and adjust it according to the nature of the situation and any changes it undergoes (Al-Moutaouaa, 2001).

Cognitive Components

Social skills are not merely motor activities; they also involve a cognitive component. A skill requires cognitive aspects and mental processes, the most important of which is perception, as it is part of cognitive functions. The cognitive components include several factors, the most crucial being: concepts and rules of the skill, the objectives of social situations, the social context, and the impact of behavior on others. These factors and variables significantly influence an individual's social skills and their ability to respond appropriately in various situations (Al-Moutaouaa, 2001).

Expert William Kamal highlights that cognitive factors in social skills include emotional performance in social situations. Social skill responses do not emerge in isolation but are influenced by factors such as accurately perceiving others' emotions, properly timing responses (e.g., not leaving in the middle of someone's sentence), and understanding non-verbal cues, such as recognizing distress on another person's face (William Kamal, 2006).

Some cognitive components of social skills are difficult to observe directly, particularly those related to an individual's thoughts, aspirations, and decisions regarding what to say or do during social interactions. Since thoughts are not visible to an observer, conclusions about a person's intentions or reasoning are often inferred, sometimes incorrectly or correctly, based on their spoken words or actions.

In social skills, cognitive abilities include the skill of accurately perceiving another person's desires or intentions in a response, which is likely to influence the other party's opinion. These cognitive abilities determine success or failure in social situations.

From the above discussion, it is evident that most researchers agree on the primary components of social skills. They all emphasize verbal and non-verbal communication skills as well as the impact of cognitive factors on an individual's social abilities. While these cognitive factors cannot be directly observed, they can be inferred from behavior.

Despite differences in opinions and previous objective definitions of this term, several key points can be drawn:

- All definitions emphasize social interaction with others (interpersonal interaction), ensuring it is positive and helps the individual achieve their goals without causing harm to others or leaving negative effects, thereby excluding negative forms of interaction.
- Social skills include specific verbal and non-verbal behaviors.

- These definitions place great importance on social and cultural norms as determinants of acceptable and unacceptable behavior.
- They highlight the outcomes of acquiring these skills.
- They stress the importance of learning and training in acquiring social skills, whether through observation, modeling, practice, repetition, or feedback (Abd El Maksoud, 2000).

D. Elements of Social Skills:

Several key elements can be identified by examining the definitions of social skills, which form the structure and components of these skills. These elements include:

- **Self-Assertion Skills:** These involve the ability to express emotions and opinions, defend one's rights, establish and protect identity, and resist external pressures.
- **Emotional Skills:** These contribute to forming close and friendly relationships with others, managing interactions in a way that fosters approachability and acceptance. Key skills in this context include empathy and emotional sharing.
- **Communication Skills:** These are divided into two main categories:
 - **Transmission Skills:** Represent an individual's ability to convey information verbally or non-verbally through qualitative processes such as speaking, dialogue, and social gestures.
 - **Reception Skills:** Refer to an individual's ability to focus, receive verbal and non-verbal messages from others, understand their meaning, and respond accordingly.

- **Regulation and Social-Emotional Flexibility Skills:** These refer to an individual's ability to flexibly control their verbal and non-verbal emotional behavior, particularly in social interactions. This includes adjusting behavior appropriately in response to situational changes to achieve personal goals. Naturally, social flexibility should be guided by an individual's understanding of appropriate social behavior for a given situation and selecting the right timing for its execution (Abou Hachim, 2004).

E. Characteristics of Social Skills:

Based on the previous definitions, the key characteristics of social skills can be summarized as follows:

- Social skills are acquired through learning.
- They include both verbal and non-verbal components.
- Social skills are inherently interactive, requiring effective and appropriate responses.
- They are influenced by individual characteristics in a social situation, such as age, gender, and social status, which affect social performance.
- Social skill deficits can be identified and assessed.
- Social skills contribute to enhancing social reinforcement.

F. The Importance of Social Skills:

Oussama Mohamed El-Gharib states that the subject of social skills holds particular significance for two main reasons:

1. **First Consideration:** Social skills are one of the crucial factors responsible for an individual's effective interaction and ability to sustain engagement with others. Alongside cognitive abilities, they

serve as two essential wings for competence and efficiency in daily life situations and social interactions.

2. **Second Consideration:** Social skills are a fundamental component of good mental health. Mental health is not merely the absence of maladjustment symptoms but also involves a set of positive and diverse skills, as well as characteristics associated with success and effectiveness.

Daniel Goleman highlights that social skills enhance effective interaction with others, enabling individuals to face, influence, and persuade others, build strong relationships, and ensure that their actions are met with approval (El-Gharib, 2005).

Additionally, Nool (1991) states that social skills play a crucial role in individuals' lives by facilitating participation in social interactions, taking responsibility, and fulfilling desired roles. These skills provide individuals with a unique social standing, as they are accepted by others due to their evident abilities in engagement and interaction (El-Sayed, 2008).

G. Dimensions of Social Skills in the Current Study:

➤ Self-Assertion Skill:

Lazarus (as cited in Moataz Abdullah & Abdel Khalifa, 2001, p. 658) defines self-assertion as:

"All socially acceptable forms of emotional expression regarding rights and feelings, including the expression of anger, distress, annoyance, or discomfort, as well as positive emotions such as admiration, love, and joy."

Lang and Jakobowski define it as: "The ability to defend one's rights and express thoughts, beliefs, and emotions in a clear and direct manner, in a way that does not harm others or violate their rights." (Tarif & Faradj, 2002).

Thus, self-assertion refers to an individual's ability to express opinions—whether aligned with or different from others—openly communicate positive or negative emotions, resist external pressure, reject unreasonable demands, and defend personal rights without infringing upon others' rights.

➤ **Social Regulation Skill:**

Riggio defines social regulation as: "A skill related to role-playing and social self-presentation (La présentation du soi social). Individuals with high social regulation exhibit self-confidence, play multiple social roles, adapt to social situations, and effectively determine the direction and content of conversations during interactions." (Mohamed Khalifa, 2003).

➤ **Social Communication Skill:**

Social communication is defined as: "The process through which ideas and information are exchanged between individuals and groups, requiring essential communication components: the sender, the receiver, the message content, and the medium carrying this content. This communication may be verbal, non-verbal, or a combination of both."

Another definition describes it as: "The process of receiving and sending information and signals—verbal or non-verbal—where thoughts and emotions are conveyed to others to communicate meaning effectively."

Thus, social communication falls under the broader concept of "positive social behavior," which emphasizes caring for and supporting others to achieve optimal interaction in various social settings. This skill includes several key aspects:

- Initiating new relationships.
- Strengthening existing connections with others.
- Managing emotional interactions.

- Mitigating hostile tendencies from others.
- Handling stress related to social relationships.
- Planning and making decisions regarding social skills.

2.2 Divorce in Algerian Society

2.2.1 Definition of Divorce

A. Definition of Divorce in Language and Terminology:

Linguistic Definition:

The root letters Ṭā' (ط), Lām (ل), and Qāf (ق) form a consistent and unified meaning, which denotes release and letting go. It is said: "I released the camel, so it became free", meaning that the camel was set loose from its tether or restraint and wandered as it pleased. Similarly, a freed camel refers to one that roams freely without any restriction. The phrase "He released the prisoner" means that he set him free. Likewise, "He untied the camel's restraint, so it was freed" means he let it go. From this, we derive expressions like "He let go of his hand in generosity" (i.e., he gave freely). The word "Ṭalīq" refers to a prisoner who has been set free.

Al-Itlāq (الإطلاق) means release. Al-Intilāq (الانطلاق) means departure. Ṭallaqa (طلق) a place means to abandon it. Ṭalāq (طلاق) in the context of a woman means her separation from her husband. Thus, a married woman is metaphorically "bound" to her husband, and when he divorces her, he is releasing her from this bond (Ibn Mandhour, 2003).

The term divorce originates from the Latin word Divortium, which is derived from the verb Divertere, meaning to turn in a different direction, split, or diverge. It describes the process where two individuals who once shared a common path separate, each taking a different direction that distances them from each other.

B. Concept of Divorce in Legal and General Terms

In a broad sense, divorce is defined as the termination of a valid marriage during the lifetime of the spouses, meaning it is a form of legal dissolution of the marriage contract.

Divorce is the dissolution of the marriage contract entered into by both the husband and wife. This process allows both parties to remarry if they choose to do so.

Divorce differs from separation, which refers to a physical separation between spouses due to certain reasons. In the case of separation, the couple is permitted to live in different places, but they are not allowed to remarry, as they still retain their legal marital status.

Dr. Maan Khalil Omar defines divorce as:

"The severance of the marital bond between spouses. Since divorce is inherently linked to marriage, it can only occur after marriage. However, not all marriages end in divorce; it occurs when understanding between the spouses becomes impossible, and continuing their marital life is no longer feasible. At that point, divorce becomes the best solution, though it comes at a high price—emotionally, socially, and financially. The spouses pay a heavy toll due to the loss of emotional and familial ties at an early stage, in an effort to put an end to ongoing suffering and conflicts." (Maan, 2000, p. 215)

Houcine Rachouan, in his book *The Family and Society*, defines divorce as:

"An event that terminates the marital relationship between a man and a woman. It represents an emotional shock for the children, depriving them of love, care, and affection, as well as the presence of a nurturer and provider. It is also a shock for the spouses, as divorce may diminish their chances of entering into a new marriage." (Rachouan, 2012).

2.2.2 Causes of Divorce:

The causes of divorce are varied and differ depending on the angle from which researchers approach the topic. We will attempt to summarize them as follows:

A. Psychological Causes of Divorce:

Specialists in psychology believe that divorce cases stem from unconscious issues that, in turn, relate to psychological disorders, considering that a person who sees divorce as the only solution to marital crises is not psychologically healthy. Such a person thinks about divorce, threatens it, and ultimately executes it, often due to the psychological state they live with, which results from emotional immaturity.

A troubled husband lives his marital life according to the same faulty methods he has accustomed himself to, such as jealousy, control, possessiveness, lack of trust, and fear of responsibility, all of which ultimately push him towards divorce.

B. Economic Causes:

- **Husband's Low Income and its Impact on Family Stability**

Economic reasons are among the factors leading to divorce, as the couple may fail to meet the demands of marital life due to an inability to bear these burdens, either because of low income or insufficient means to balance and meet these demands. These demands are usually placed on the husband, which can destabilize the family and disrupt its security and stability. Recent studies in industrial societies have shown that low-income individuals are more susceptible to problems that lead to daily conflicts, which in turn, inevitably lead to divorce. Studies have also confirmed that the disparity between economically high and low classes often results in higher divorce rates in the latter, indicating the clear impact of economic factors on marital life, as seen today with the dominance of materialism in daily life.

- **The Impact of Women's Work on their Personality**

Most sociologists argue that a woman's employment has become a contributing factor to divorce in many cases. This is due to her sense of empowerment from her social position due to her work. If her work is opposed by her husband, it can diminish her value and freedom. In fact, she may feel that freedom is necessary for her, leading her to demand equality with her husband in rights and duties. This may cause conflicts, especially if the husband does not agree with her ideas. In such cases, the woman's pursuit of independence and her demand for freedom can lead to divorce. Women's work outside the home today plays a role in changing the structure of marital life and family roles, especially if the husband does not accept his wife working outside the home. This demand for freedom makes it easier for decisions regarding divorce to be made.

C. Social and Cultural Causes:

By social and cultural causes, we mean the differences in social and cultural backgrounds that contribute to divorce due to the lack of balance between the spouses. This results in a narrow perspective towards the other partner, leading to tensions that often end in divorce. Such effects might appear in areas like child-rearing, due to the couple's differing outlooks on life in general and married life in particular. These effects may not become evident at the start of the marriage but become clearer with time.

Furthermore, differences in attitudes towards certain values, especially those related to each partner's duties and rights, can lead to the disintegration of the family. For example, regarding the wife's work: if the husband believes that the wife's primary role is to manage the home and children, without his approval of her working outside the home, and she insists on working, this becomes a source of tension for the husband, often resulting in divorce (Matmar & Djebaili, 2018).

3.2.2 Divorce in Algerian Family Law (Delanda, 2002)

The causes for divorce as stipulated by law include:

- **Divorce by mutual consent:** According to Article 48 of the Algerian Family Law, marriage can be dissolved by divorce if both spouses agree to it (i.e., mutual agreement between the spouses to divorce amicably).
- **Divorce upon the wife's request:** This involves the wife filing a lawsuit requesting a divorce from her husband. Article 53 specifies the circumstances in which this is allowed.
- The wife may request a divorce for the following reasons according to Article 53:
 - Failure to provide financial support after a court ruling obligating the husband to do so, unless she was aware of his inability to pay at the time of marriage, in accordance with Articles 78, 79, and 80 of this law.
 - Defects that prevent the purpose of marriage from being realized.
 - Abandonment in bed for more than four months.
 - Conviction of the husband for a crime that tarnishes the family's honor, making it impossible to continue the marital relationship.
 - Absence for more than a year without a valid excuse or maintenance.
 - Committing an obvious immoral act.
 - Continuous discord between the spouses.
 - Violation of the terms agreed upon in the marriage contract.
 - Any other harm considered permissible by Chariaa.
- The wife may also **divorce herself (الخلع)** from her husband by mutual agreement. If there is no agreement or if no terms are

decided, the judge will rule based on no more than the equivalent of the customary dowry at the time of the judgment.

- **Marriage of one spouse being characterized as disobedient (النشور):** The judge will rule for divorce and compensation for the harmed party according to Article 55 of the Algerian Family Law.
- If the judge finds that the husband is responsible for the divorce, he will grant compensation to the divorced woman, as stipulated in Article 52.
- If the conflict between the spouses escalates and the damage is not proven, **two arbitrators** must be appointed to reconcile them. The judge appoints one arbitrator from the husband's side and one from the wife's side, and these arbitrators must submit a report on their work, in accordance with Article 56.
- **Divorce is not finalized by a judgment** until after multiple reconciliation attempts by the judge, with a period not exceeding three months starting from the date the lawsuit is filed, in accordance with Article 40.
- **A man cannot take back his wife** after divorcing her three times in a row unless she marries someone else, is divorced by him, or dies, following the consummation of marriage (whether the most recent or previous marriage), as stipulated in Article 54.

3. Methodology of the Study:

1.3 Study Boundaries:

Spatial Boundaries: The field study was conducted at Mohamed Khider University of Biskra, specifically at the Shetma University Center across its various faculties (Faculty of Law, Faculty of Humanities and Social Sciences, and Faculty of Technology), in order to reach the largest number of divorced female students.

Temporal Boundaries: The field study extended from 02/09/2024 to 13/12/2024. During this period, we were able to communicate with female students from the faculties of the Shetma University Center (Faculty of Humanities, Faculty of Law and Political Science, and Faculty of Technology), and we directed them to a sample of divorced female students, which was a condition for presenting the study scale.

2.3 Study Method:

Every scientific study relies on a methodology that governs its steps. Maurice Angers defines methodology as "the method of envisioning and planning the work around the study's subject." (Maurice Angers, 2004, p. 99)

The descriptive method is considered the most commonly used in social studies. It is not limited to data collection, classification, and presentation, but also includes precise analysis, deep interpretation, and exploration of the data to extract facts and new generalizations that contribute to the accumulation and advancement of human knowledge. (Ghoulian, Ghanem, 2000, p. 44)

In this study, we used the descriptive method based on analysis because the study aims to observe and describe the social skills of divorced female students, considering that this method is the most suitable as a scientific effort to obtain information and data to describe the phenomenon under study. It is also defined as a method that studies variables as they exist in their natural states to determine the relationships that may exist between these variables. (Dhoukat, Abidat, et al., 2001, p. 355)

3.3 Study Sample:

The sample is considered a part of the population from which field data is collected, and it represents the whole, meaning it is drawn from a group of individuals within the population to be representative of the research community. (Rachid Zerouati, 2002, p. 191)

This study was conducted on a sample of 30 divorced female students from the Central University and the Shetma University Center at Biskra University. They were selected using a purposive sampling method since the study population was unknown. The study was conducted on a sample of 30 divorced students, whether they divorced before joining the university or after enrolling in the university.

The sample was selected purposively due to the unknown nature of the study population. A purposive sample is one in which individuals are intentionally selected by the researcher due to specific characteristics present in those individuals, as these characteristics are essential to the study. (Abidat, 1999, p. 96)

4.3 Study Tool:

The study tool consisted of a scale designed by the researcher to measure social skills among the divorced female university student. The scale consisted of 20 statements, distributed over three important dimensions:

The first dimension is related to self-assertion,

The second dimension is related to social regulation skill,

The third dimension is social communication skill, and it is as follows:

Psychometric Characteristics of the Social Skills Scale:

Table No. (01) Shows the distribution of items across the different dimensions of the Social Skills Questionnaire.

No.	Dimension	Item Numbers
01	Self-Assertion	1, 2, 3, 4, 5, 6
02	Social Control	7, 8, 9, 10, 11, 12, 13
03	Social Communication	14, 15, 16, 17, 18, 19, 20

Total	3 Dimensions	20 Items
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Scale Testing:

The subject of the study was measured using the three-point Likert scale, as this scale is characterized by ease of design and application and a high degree of reliability and validity. Respondents indicate their level of agreement with each statement of the questionnaire using three degrees, which are represented as follows:

Table No. (02) Shows the three-point Likert scale ratings.

Social Skills	Always	Sometimes	Rarely
Degree	03	02	01

Based on the table and the weights (degrees) shown in it, we calculate the minimum and maximum scale limits by calculating the range ($3 - 1 = 2\Sigma$), then dividing it by the number of levels as follows:

Finally, we add the result to the smallest number (01), resulting in a value of 1.66, and thus we obtain the largest value in the weights, which is 3, as shown in the table.

Table No. (03) Shows the weight degrees according to the Likert scale.

Range	Degree
From 1 - 1.66	Weak
From 1.67 - 2.33	Average
From 2.34 - 3	Strong

Source: Researcher's preparation

The questionnaire was distributed to all available sample members to collect the necessary data for the study after verifying the validity of the experts.

The final form of the tool was developed using the three-point scale (Always, Sometimes, Rarely), corresponding to the following degrees (01, 02, 03).

Validity:

The purpose of calculating validity is to ensure that the items in the questionnaire truly measure what they are intended to measure. This was confirmed through the calculation of:

Construct Validity Using Internal Consistency:

Internal consistency was used to confirm the extent to which each item in the questionnaire is consistent with the domain to which it belongs. Internal consistency validity refers to the degree of correlation between each item of the questionnaire and the total score of the domain to which it belongs. This was calculated through correlation coefficients for each item in the questionnaire domains and the total score of the domain itself.

The internal consistency of the scale items was studied by finding the correlation coefficient for each item with its domain's total score using the Spearman-Brown correlation coefficient. The results showed that the correlation coefficients for all the items in the domains were statistically significant at the significance levels of 0.01 and 0.05.

After Confirming Self-Assertion:

The following table shows the correlation coefficients between each item in the first domain, Self-Assertion, and the total score of the domain itself. The correlation coefficients are statistically significant at the significance levels $\alpha = 0.01/0.05$, indicating that the domain is valid for what it was designed to measure.

Table No. (04) Shows the correlation coefficient for each item and the total score of the first domain:

Item No.	Spearman Correlation	Result	Significance
01	*0.650	Significant	0.010
02	0.890**	Significant	0.000
03	0.772**	Significant	0.000
04	0.453	Significant	0.044
05	0.789*	Significant	0.000
06	0.77*	Significant	0.000

Source: Prepared by the researcher based on SPSS v23 results.

The correlation is statistically significant at significance levels $\alpha = 0.01/0.05$.

After Social Control:

The following table shows the correlation coefficient between each item in the second domain, Social Control, and the total score of the domain itself. It indicates that the correlation coefficients are statistically significant at the significance levels $\alpha = 0.01/0.05$, which confirms that the domain is valid for what it was designed to measure.

Table No. (05) Shows the correlation coefficient for each item and the total score of the second domain:

Item No.	Spearman Correlation	Result	Significance
07	*0.650	Significant	0.010
08	0.890**	Significant	0.000
09	0.772**	Significant	0.000
10	0.453*	Significant	0.044
11	0.789*	Significant	0.000

12	0.645*	Significant	0.000
13	0.850*	Significant	0.000

Source: Prepared by the researcher based on SPSS v23 results.

The correlation is statistically significant at significance levels $\alpha = 0.01/0.05$.

After Social Communication:

The following table shows the correlation coefficient between each item in the third domain, Social Communication, and the total score of the domain itself. It indicates that the correlation coefficients are statistically significant at the significance levels $\alpha = 0.01/0.05$, confirming the validity of the domain for its intended measurement.

Table No. (06) Shows the correlation coefficient for each item and the total score of the third domain:

Item No.	Spearman Correlation	Result	Significance
14	*0.650	Significant	0.010
15	0.890**	Significant	0.000
16	0.772**	Significant	0.000
17	0.453*	Significant	0.044
18	0.789*	Significant	0.000
19	0.860*	Significant	0.000
20	0.798*	Significant	0.000

Source: Prepared by the researcher based on SPSS v23 results.

The correlation is statistically significant at significance levels $\alpha = 0.01/0.05$.

There is a correlation coefficient between each item of the third domain – social communication – and the total score of the same domain, which shows that the indicated correlation coefficients are significant at the significance level: $\alpha = 0.01 / 0.05$. Therefore, the domain is considered valid for what it was designed to measure.

Table No. (07) Shows the correlation coefficients for each domain with the total score of its items:

Domain	Spearman Correlation	Significance	Result	Rank
Social Skills	Self-Assertion	0.766**	0.000	Significant
	Social Control	0.763**	0.000	Significant
	Social Communication	0.753**	0.000	Significant

The results from this table show that all domain correlation coefficients with the total score are statistically significant at $a = 0.01$. This confirms a high level of internal consistency for the study tool. The highest correlation coefficient was associated with Self-Assertion, highlighting its importance within the mentioned domains.

2- Reliability

Reliability (Cronbach's Alpha):

Reliability refers to the ability of a tool to produce the same result if it is distributed multiple times under the same conditions. In other words, reliability indicates the stability of the results and their consistency when the tool is redistributed to the sample group multiple times over different periods.

The reliability of the study tool was tested using Cronbach's Alpha, and the results were as follows:

Table No. (08) Shows the Cronbach's Alpha coefficient:

Variables	Value	Number of Items
Social Skills	0.856	20

Source: Prepared by the researcher based on SPSS v23 results.

From the table, we can observe that the Cronbach's Alpha coefficient for the Social Skills questionnaire is [0.856]. This suggests that the study tool is both reliable and stable across all its items, making it ready for application to the study sample.

4. Presentation of Field Study Results:

Table No. (09) Shows the personal data of the sample items:

Variable	Frequency	Percentage
Number of Years of Marriage		
Less than or equal to 5 years	21	70%
From 6 to 12 years	06	20%
More than 12 years	03	10%
Type of Divorce		
Mutual consent divorce	07	23.33%
Arbitrary divorce	10	33.33%
Khul' divorce (Divorce initiated by wife)	13	43.33%
Type of Marriage Family		
Extended family	10	33.33%
Nuclear family	20	66.67%

Source: Prepared by the researcher based on SPSS v23 results.

4.1 Presentation, Analysis, and Discussion of the First Hypothesis Results

A. Presentation of the First Partial Hypothesis Results

To verify the validity of this hypothesis: "The level of social skills among divorced female university students at Mohamed Khider University of Biskra is average," the mean and standard deviation for each item were calculated to assess the extent of the respondents' attention to the axis. They were ranked in descending order according to the mean value, considering the scale used in the study to determine the range of responses. The following table illustrates this.

Table No. (10) Shows the level of social skills among divorced female university students at Mohamed Khider University of Biskra

Social Skills	Mean	Standard Deviation	Level	Rank
01	1.63	0.661	Average	01
02	1.80	0.997	Average	
03	1.70	0.871	Average	
04	1.55	0.582	Low	
05	1.93	0.476	Average	
06	1.45	0.556	Low	
Self-assertion skill	1.80	0.443	Average	
07	1.20	0.551	Low	02
08	1.80	0.443	Average	
09	1.60	0.851	Low	
10	1.93	0.900	Average	

11	1.44	0.660	Low	
12	1.34	0.592	Low	
13	1.35	0.600	Low	
Social control skill	1.59	0.517	Low	
14	1.20	0.551	Low	03
15	1.80	0.997	Average	
16	1.20	0.551	Low	
17	1.25	0.580	Low	
18	1.33	0.590	Low	
19	1.90	0.433	Average	
20	1.94	0.454	Average	
Social communication skill	1.47	0.440	Low	
Social skills	1.62	0.390	Low	

Source: Prepared by the researcher based on SPSS v23 results.

B. Analysis and Discussion of the First Hypothesis Results:

Based on the statistics shown in Table No. (13), we find that the mean values of the items of the axis lean towards the "weak" range.

Upon reviewing the mean values of the dimensions of the social skills of divorced female university students, we find that the "Self-assertion skill" ranks first in terms of higher levels, forming a high level compared to the other dimensions, with a mean of 1.80 and a standard deviation of 0.29. It belongs to the trend range (1.67–2.33), indicating that the "Self-assertion skill" is average. This is followed by the "Social control skill" in second

place, with a mean of 1.59 and a standard deviation of 0.51, belonging to the trend range (1–1.66), indicating that the "Social control skill" is weak.

In third place is the "Social communication skill," with a mean of 1.47 and a standard deviation of 0.44, belonging to the trend range (1–1.66), meaning that the "Social communication skill" is weak.

As for the overall mean, its value was 1.62 with a standard deviation of 0.39, which belongs to the trend range (1–1.66), indicating that social skills among divorced female university students are low.

Therefore, we can say that the hypothesis claiming that the level of social skills among divorced female university students is average is not realized.

In our opinion, the reason for this could be attributed to several factors, which can be summarized as follows:

The "Self-assertion" dimension is represented by the ability of the sample members to express their opinions, whether they agree or disagree with others, to disclose their positive or negative feelings towards others, resist being coerced or pressured to accept unreasonable demands, and defend their rights against those who try to violate them while not violating others' rights. All of these are indicators of the presence of the self-assertion skill among the study sample at an average level.

On the other hand, the "Social control" dimension ranked second, with a mean of 1.59, a weak level. This indicates a weakness in this skill among the study sample, which may be a direct cause of divorce, especially since this skill concerns role-playing and social self-presence. Individuals with low social control lack self-confidence, avoid taking on many social roles, and have poor adaptation to social situations. This led the sample members to constant conflicts with their spouses.

Meanwhile, the "Social communication" skill ranked third, with a mean of 1.47, indicating a weak level. Indicators of this skill are associated

with "positive social behavior." Weak positive behavior means an inability to care for the spouse, children, and family members, leading to weak social interaction with them. Additionally, poor planning for married life and weak decision-making regarding marital life are indicators of weakness in this skill, which may directly lead to divorce.

4.2. Presentation and Analysis of Results for the Second Hypothesis:

A. Presentation of the Second Hypothesis:

To verify the validity of this hypothesis: There are no statistically significant differences in the level of social skills among divorced female university students at the University of Biskra attributed to the type of divorce.

Table No. (11) Shows the results of the t-test for the significance of differences in the general level of social skills according to the variable of the type of divorce.

Type of Divorce	N	Mean	Standard Deviation	t-value	Degrees of Freedom	p-value (sig)	Significance	Decision
Unilateral	26	1.79	0.367	-0.38	28	0.706	0.05	Not Significant
Mutual Agreement	4	1.78	0.509					

Source: Prepared by the researcher based on SPSS.v23 results.

B. Discussion of the Results for the Hypothesis:

Table No. (11), which relates to the results of the t-test for the significance of differences in the general level of social skills according to

the type of divorce, indicates the absence of statistical significance. This means there are no differences between the types of divorce, whether it is unilateral or mutual agreement. The p-value (sig) of 0.706 is greater than the significance level of 0.05. Therefore, we reject the hypothesis that there are statistically significant differences in social skills among divorced female students based on the type of divorce and accept the alternative hypothesis.

4.3. Presentation and Analysis of Results for the Third Hypothesis:

A. Presentation of the Third Hypothesis:

To verify the validity of this hypothesis: There are no statistically significant differences in the level of social skills among divorced female university students attributed to the variable of years of marriage. Therefore, one-way ANOVA analysis was applied, and the following table shows the results.

Table No. (12) Represents the mean, standard deviation, and standard error of the sample's responses concerning the social skills axis according to the variable of actual years of marriage.

Years of Marriage	N	Mean	Standard Deviation	Standard Error
Less than 3 years	23	1.82	0.352	0.352
4 to 10 years	6	1.78	0.499	0.499
More than 10 years	1	1.36	-	-
Total	30	1.80	0.379	0.069

Source: Prepared by the researcher based on SPSS.v23 results.

It is clear from the results in the above table that there are no differences in the mean values among all categories. To ensure that there were no significant differences, one-way ANOVA was applied, and the results are shown in the following table:

Table No. (13) Shows the results of the one-way ANOVA test for social skills based on the duration of marriage.

Variable	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F-value	p-value	Significance	Decision
Social Skills	Between Groups	0.211	2	0.105	0.719	0.496	0.05	Not Significant
	Within Groups	3.961	27	0.147				
	Total	4.172	29					

Source: Prepared by the researcher based on SPSS.v23 outputs.

B. Discussion and Analysis of the Hypothesis Results:

Based on the data from Table No. (13), the results of the one-way ANOVA analysis for the differences in the overall level of social skills according to the actual years of marriage show no statistical significance. This indicates that there are no differences between the mean values of the groups in terms of social skills. The p-value (sig) of 0.496 is greater than the required confidence level of 0.05.

From the obtained results, we conclude that there are no statistically significant differences in the level of social skills attributed to the actual years of marriage among divorced female university students at Mohamed Khider University of Biskra.

This means that the research hypothesis stating that there are no statistically significant differences in the level of social skills based on the actual duration of marriage has been confirmed.

Conclusion:

The current study began with a primary question regarding the level of social skills, represented by (Self-Assertiveness, Social Control, and Social Communication skills), among divorced female university students. The study also aimed to explore whether there are statistically significant differences attributed to variables such as (type of divorce, actual years of marriage, and type of marriage family).

The field study resulted in the following findings: The level of social skills among the sample of the study was low, with a general average of 1.62. The ranking of the dimensions of social skills was as follows: Self-Assertiveness ranked first with an average of 1.80, falling within the medium range. The Self-Assertiveness dimension represents the sample's ability to express their opinions, whether agreeing or disagreeing with others, expressing positive or negative feelings towards others, resisting being coerced or pressured to comply with unreasonable demands, defending their rights against violations, and not violating others' rights. All of these indicators show the presence of Self-Assertiveness at a medium level in the study sample.

Social Control ranked second with an average of 1.59, which falls within the weak range, indicating a weakness in this skill among the study sample. This could be a direct cause of divorce, especially since this skill is related to role-playing and social presence. Individuals with low social control tend to have a lack of self-confidence, avoid performing many social roles, and struggle to adapt to social situations, leading to constant conflicts with their spouses.

Social Communication skill ranked third with an average of 1.47, also within the weak range. The indicators of this skill are associated with "positive social behavior," and weak positive behavior means the inability to care for a spouse, children, or family members, resulting in weak social interaction. Additionally, the study sample showed a lack of planning for married life and poor decision-making regarding marital issues, all of which point to weaknesses in this skill, potentially being a direct cause of divorce.

Furthermore, the results of the field study revealed that there were no statistically significant differences attributed to the variables (type of divorce, actual years of marriage, and type of marriage family). Therefore, we can emphasize the importance of social skills for every woman approaching marriage.

Recommendations:

The current study concluded with the following recommendations, based on the principle of prevention being better than cure, and recognizing the importance of social skills in achieving marital stability. The absence or decline of these skills directly leads to divorce. Therefore, it is essential for various social institutions to focus on developing social skills for those about to marry through the following:

- Increasing awareness among those about to marry through various social institutions by providing supported programs to enhance their social skills, develop their personalities, and improve their social communication.
- Preparing specialized programs to support newlyweds in improving their social skills.
- There is also a pressing need for academic and professional programs to prepare specialists and family counselors with the necessary competencies and specialized social skills to guide young people approaching marriage.

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