



## Research Article

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# A Proposed Program for Developing Early Divorced Women's Life Skills: A Social Service Perspective

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## Abstract

*The present research aims to propose a program, from a social service perspective, to develop early divorced women's life skills through identifying the most important life skills that should be developed among them, determining the nature of social services provided to them for developing their life skills, and to identify the obstacles hindering social services from playing their roles in this regard. To achieve the research objective, the author adopted the descriptive analytical method, designed a scale for life skills applied to (100) early divorced women, and distributed a questionnaire to a sample of female faculty members, social specialists and managers to identify the social services provided to the early divorced women. The research results showed that the skills of problem solving, decision making, and critical thinking were highly available among the early divorced women while communication and interpersonal skills were the lowest available ones. The results also identified the social services provided to the early divorced women to contribute to the development of their life skills and the most prominent obstacles that prevent social services from playing their roles in developing those skills. Some recommendations have been made including continuing to intensively hold training courses and workshops for the early divorced women and qualifying them for developing their own life skills.*

**Keywords:** Proposed program, social service, life skills, the early divorced women

## 1. Introduction

Divorce is one of the most social problems that threaten the social structure because it is related to the family. It directly affects socialization and social education. As a social psychosocial issue, divorce is regarded as a universal phenomenon from which most Arab societies suffer (Almoamarey, 2015, p.2). Its spread represents a painful reality, to which authors and specialists have paid much attention due to its social, psychological, health, economic and security effects (Alfaisal, 2005, p. 16). Led by international and local changes, official statistics indicate that divorce in the USA and Saudi Arabia rates (40 to 50%) (24%), respectively (Abdellah, 2012). Aloqeil (2005) confirms that early divorce during the first five years of marriage is one of the contemporary increasing social problems, which Saudi society suffers from due to its harmful impact on the divorced woman, resulting in anxiety and bad effects on both the divorced woman and children. Shaty and Mohsen (2013) indicate that most early divorced women encounter social alienation because of people's inferior look. Therefore, the present study aims to investigate the increasing early divorce in the Saudi community

that endangers the social structure and breaks down social and family relationships.

Life skills are vital requirements that every person needs in life activities and dealings with others. They refer to particular social psychological competences and positive behaviors (Hegazy, Alalfy and Abu Zaid, 2019, p. 288). Therefore, life skills result in psychological balance, comfort, and happiness for the individual and enable him/her to resolve problems and face daily challenges. The importance of developing life skills has been tackled in several studies (Alaamry, 2013; Alnaeimy and Alkazrajy, 2014; Alturk, 2019; Alwell and Cobb, 2009; Cavinder, Byrd, Frank, and Holub, 2011; Miller, Pope, and Steinmann, 2009; Sasila, 2011; SeEVERS and Dormoders, 2015; Wurdinger and Qureshi, 2015) as one of the most important principles in contemporary educational areas.

Early divorce results in the woman's lifelong unhappiness since she is guilty in our traditional communities as the cause of divorce and the weaker sex. She is treated by her society suspiciously. Therefore, she feels disappointed, depressed, guilty, and emotionally unsuccessful. This complicates her life and delays her adjustment with the new reality (Al-Qurayshy, 2014, 264). Due to the inability of both husband and wife to apply several life skills which improve their positive behaviors, marriage breaks down. Thus, life skills are very important for an early divorced woman to be learned because they make her achieve adjustment with others and success in life. Without them, she will be unable to communicate and interact with others. These important life skills can be learnt in interesting situations through specific programs for the divorced woman and the pride-to-be (Plummer, 2005). Several family counseling centers have appeared in Saudi society to reduce problems of early divorce. Because interest in family problems and issues is one of the most important specialists of sociology and social service, such centers play a prominent role through social service in facing different social problems. Therefore, the present research attempts to propose a social service program to develop early divorced women's life skills.

## 2. Statement of the Problem

The statistics of the Saudi Ministry of Justice report that in 2013 out of 64,339 marriage contracts, there were 15,697 divorce cases, rating 24% of marriage (Alraqiey, 2015). Alfaisal (2005, p. 39) reveals that 60% of divorce cases in KSA happened in the first year of marriage. This increasing percentage of early divorce is due to the little experience of marriage life and unreadiness to transfer from youth free life to family commitment (Alraqiey, 2015, p. 63). Therefore, the research problem lies in the deficiency of early divorced women's life skills level and their unawareness of this deficiency. This requires more efforts to provide them with life skills and develop their energies in harmony to be positive, healthy, and productive capable of effective and constructive participation in society.

## 3. Questions

The present study attempts to answer the following main question: What is the proposed program to develop early divorced women's life skills from a social service perspective? The following minor questions raise:

- What are the most important life skills that should be developed for early divorced women?
- What is the nature of social services offered for developing early divorced women's life skills?
- What are the obstacles to practicing social services of their roles in developing early divorced women's life skills?
- What is the proposed program to develop early divorced women's life skills from a social service perspective?

## 4. Objectives

The present study aims to identify the most important life skills to be developed for early divorced

women, the nature of social services offered for them, and the obstacles hindering social services. It also proposes a social service program in this regard.

## 5. Significance

### 5.1 Theoretical Significance

- The present study adds to the literature because of its results reflecting the privacy of Saudi society.
- Only some sociologists have investigated early divorce. In other words, social studies exposed but did not address the phenomenon directly.
- Authors in many fields, especially social work, have paid considerable attention to divorce, in general, and early divorce, in particular, because of its increasing numbers, as well as psychological, social, and health problems.
- The present study may motivate Saudi families to revisit their socialization and qualification for marital life and to establish strong family relations.
- It targets early divorced couples. It draws attention to discussing the phenomenon and examining its problems. Thus, it paves the way for further studies in psychology, sociology, education, and Islamic culture.
- It investigates the role of social work in developing life skills among early divorced women and identifies the most important sociocultural, and psychological factors of early divorce.
- Life skills are relatively new in the Arab World.

### 5.2 Applied Significance

- Based on its results, the present study makes recommendations for society institutions, especially those concerned with family and its stability to resolve many family issues and avoid and reduce divorce as possible.
- The study makes a practical and comprehensive proposal for life skills and a scale of life skills from the perspective of the early divorced women to achieve success in their lives in the light of present and future challenges and changes.
- It proposes a program to develop life skills among early divorced women.
- It makes an inventory of the appropriate methods for the early divorced women to develop their life skills and provide training for them.

## 6. Limits

*Objective Limits:* Life skills that should be developed for early divorced women, including self-management and adjustment, communication with others, stress management, problem-solving, decision-making, and critical thinking.

*Spatial and Human Limits:* A group of early divorced women visiting Mawada Charity for Reducing Divorce and its Effects, social workers at Social Solidarity Agency in the Ministry of Human Resources and Social Development, faculty members of Colleges of Social Work and Psychology at Princess Nourah Bint Abdulrahman University, and directors of such institutions. 20

*Temporal Limits:* The research was conducted from January 6<sup>th</sup> to February 17<sup>th</sup>, 2020.

## 7. Definition of Terms

The author procedurally defines life skills as “a group of personal and social skills and behaviors necessary for early divorced women, which help them, according to their needs and problems, in self-management, adjustment, communication with others, stress management, problem-solving,

decision-making, and critical thinking to be confident in her dealings with others by taking sound appropriate decisions, bearing personal social and responsibilities and having positive relations with others in society. These skills prevent crises and help her face daily life requirements successfully. They have been specified through the research scale for this purpose.

## 8. Theoretical Framework and Literature Review

### 8.1 Early Divorce

#### 8.1.1 Theories Explaining Divorce

Divorce can be explained through several scientific and theoretical aspects, such as functional, interactive, and symbolic theories. The functional theory is a conservative one. It is based on maintaining discipline and social solidarity and achieving balance. In this context, divorce takes place due to a defect in a pattern followed by a series of disorders in other social locations. If a marriage does not achieve the target objectives, such as emotional stability, having children, sexual satisfaction, social stability, one or both of the couple will end a marriage. The failure of family institutions is in itself a failure for educational institutions and society as a whole. Those theorists regard marriage as a social system with a structure, mutual relations, and limits that keep it balanced. Consequently, family balance can fail due to structural disorder. That is, divorce is the result of a defect in the systems forming such discipline (Ramadan, 2014).

Theories explaining divorce can be classified into three (Abdulaziz, 2008, p.151), as follows:

- *Nothingness theory*: Divorce takes place because each party of the couple does not get a reward from the other. They feel unsatisfied in marriage or exposed to punishment. They feel worried about their interaction. Thus, the continuation of marriage is a painful experience, and divorce is a means to get rid of such feelings.
- *Social exchange theory*: Divorce happens due to the couple's deprivation of psychological profit in their interaction or feeling psychological loss. Accordingly, the psychological cost of marriage is more than the gain. According to this theory, every person ends a marital relationship that does not make him/her relieve or makes him/her a loser psychologically.
- *Psycho-religious theory*: It is based on a postulate that divorce, like marriage, is one of the worship actions. For example, Muslims are rewarded if used to achieve its legal objectives. If intentions are good, divorce must be a duty: one is rewarded if done and is guilty if left. If intentions are bad, divorce is unlawful; one is guilty if done.

#### 8.1.2 Factors and Causes of Early Divorce

Cultural factors leading to early divorce have been dealt with in several studies (Al-Thafiry, Khalifa, and Hamdy, 2001; Mortelmans, Snoeckx, and Dronkers, 2009; Page and Bretherton, 2003; Refaat, 2008; Zaryia, 2009). They reveal a group of cultural factors leading to early divorce, such as the customs and traditions of the families of the couples, previous experience of a party of the couple, non-religious commitment by one of them, moral openness and imitation of foreign customs, negative impact of mass media, woman's giving birth to females only, and lack of communication between the couple. However, some studies (Alhenawy and Abdulbaqy, 2009; Morsy, 2008; Mortelmans et al., 2009; Refaat, 2008; Zaryia, 2009) focus on economic factors leading to early divorce, such as the bad economic situation, one of the couple's involvement in business, employment instability for one of them, living with the family of one of the couples, husband's low income, woman's financial independence, housing instability, and husband's comparison of his standard of living before and after marriage. The studies (Mansour, 2010; Morsy, 2008; Refaat, 2008; Zaryia, 2009) specify the most important family factors resulting in early divorce, including

disagreement on having children, exaggeration of simple disagreements, incomplete rights by one of the couple, the age gap between the couple, family intervention during a disagreement, the existence of children from an ex-husband/wife at home, inability to overcome disagreements at the beginning of a marriage, escalation of disagreements without any need, continuous disagreements in marital life, and husband's or wife's being affected by family's attitude in private topics.

Mansour (2010), Morsy (2008), Refaat (2008), Schwarz (2000), and Zaryia (2009) reveal the most important psychological factors leading to early divorce, such as sarcasm or contempt by one of the couple, sexual incompatibility, and unacceptable behaviors by one of the couple. Besides, Alghamdy (2009) indicates that after divorce a wife is exposed to dangerous psychological disorders especially in the Arab society where people only blame the wife as the cause of family failure. Several studies (e.g. Abebe, 2015; Alshabul, 2010; Harkonen, 2015) address the causes of divorce, such as misunderstanding between the couple, wife's disobedience, husband's bad treatment of his wife, lack of marital life experience, bad choice in the beginning, different educational level, understanding and cultural harmony, husband's not bearing responsibility, husband's weak personality, deficiency of meeting family needs, high prices, as well as difference between wife's family's economic level before marriage and her husband's one. Early marriage, family intervention in the couple's life especially in case of living with husband's family, psychological disorders of one of the couple, extreme jealousy, anger cases, loss of trust between the couple, husband's selfishness, inability to have children, as well as one's ignorance of sexual needs and living with others. Some causes of divorce reported by other studies (e.g. Alradian, 2008; Alraqiey, 2015; Bakis, 2013; Rashed, 2007) included the bad choice of the couple, fast engagement, social and educational inequivalence between the couple, family intervention, authoritarianism of one of the couple, lack of frankness, insistence on implementing demands, ignorance of religion rules, moral coldness, life pressures, short engagement, incomplete acquaintance, loss of mutual respect, difference between youth's desires and their families' ones, responding to others' desires to marry at a specific time, husband's verbal and physical abuse, as well as different expectations from each other.

### 8.1.3 Problems and Implications Facing the Early Divorced Woman

A divorced woman suffers from fast heart pulses and stomach disorder. If she seeks divorce, she will have a mixture of negative and positive feelings at the same time. She faces various kinds of social or psychological problems, whether simple or complicated, that include all aspects of life (Ibrahim, 2010, p. 303). Thus, she encounters several problems resulting in many psychological pressures, as well as social, health and economic problems. She may have problems attributed to the ignorance of her legal rights (Seohee, 2010). Divorced women are more exposed than men to social, personal, economic, psychological and health problems because of the society negative attitude and their psychological suffering. These problems differ according to their environments and reality whether they were learners, workers, or rich (Alfaisal, 2005, p. 15).

Jaafar (2009, pp. 60-61) summarizes the most prominent problems of divorced women, as follows:

Social problems: Not dealing with the ex-husband represented in the husband's disinterest in his children or the threat of taking them, lack of communication with her family, or family intervention in her life badly;

Psychological problems: Anxiety, loneliness, sorrow and regret for divorce, low self-esteem, and feeling of inferiority;

Health problems: Hypertension, diabetes, asthma, and irritable bowel syndrome;

Problems due to woman's ignorance of her legal rights;

Social problems: Society's negative inferior look to the divorced woman, people's blame, and making her responsible for the divorce.

D'Onofrio (2011), Fagan and Churchill (2012), Mohi (2015), and Sharma (2011) show that the most prominent social problem facing the divorced woman is others' negative look to her. This look is

characterized by sexual desire, compassion, and lack of respect. The society makes her more responsible for the divorce. Divorce lessens her social interaction, makes her tend to loneliness and isolation and afraid of marrying again, and exposes to rumors. She may also have a lower social status. She also suffers from a low economic situation, depression, sadness, anxiety, and low confidence in the self and others. Divorce also makes her children less confident and vulnerable to deviance.

#### *8.1.4 Saudi Society's View of the Causes of Early Divorce*

In the Saudi society, the number of early divorced women increases annually. They seek social understanding to achieve their future and continue their lives naturally in the light of social discrimination. According to the official statistics of the Saudi Ministry of Justice concerning contracts of marriage and divorce in the courts, it appears that there were 13227 cases of divorce in 2004. In 2011, they reached 18765. This indicates the increasing number of divorces. Divorce rated (19%) and (21%) in 2004 and 2011, respectively (Alraquey, 2015).

Alshoyer (2011) argues that because of divorce in Saudi society, family and individuals have changed. Women's education is the most significant social aspect of social change which has led to women's independence in choosing her husband. His study is based on the most recent statistics stating that there is a case of divorce every 40 minutes, (33 cases per day and 12192 per year) in Saudi Arabia. These alarming increasing cases are due to 20 causes, such as family intervention, fast engagement, compulsory marriage, wife's insistence on studying, wife's rejection of living with her husband's family, abuse by one of the couple, and injustice between wives.

#### *8.2 Role of Social Service in Overcoming Causes of Early Divorce*

In the light of family importance in the general social structure and contemporary social changes to family form, structure and functions, there has been an obvious interaction with family problems and issues in Saudi society. Many social authors investigate family problems. In this regard, some authors indicate that the Saudi family has been exposed to negative major changes affecting family stability in the light of globalization, information technology, and advanced communications with their dangerous and harmful impacts on family (Abdu, 2010, p. 419). This finding has been affirmed by Assaghir (2007) that recommended establishing special institutions of marital counseling directed by social workers and sociologists. It also agrees with Ibrahim (2013) that reveals the social, economic, health and psychological causes of family problems and recommends activating premarital counseling programs. Alharby and Alzahrany (2017) show that causes of family problems in Saudi society are attributed to personal, social and economic factors and that the most important means for decreasing such family problems in Saudi society are the expansion of counseling services, the obligation of people marrying soon to attend training courses, and the intensification of awareness programs.

##### *8.2.1 Groups and types of social service*

Along with the development of social service and its dissemination in different fields for serving individuals, group service has been a tendency as a tool to help in such fields, including family. As a result, many family care institutions resort to a group service specialist. Group service is one of the methods of social service which manage to face personal, group, and social problems (Mostafa, 2019, p. 352). Developing techniques of social service in addressing problems is an urgent need due to the current challenges and difficulties encountered by family and children concerning the satisfaction of main needs and increasing demands, which are a burden on the family pattern in general. Moreover, social service help resolve the problems resulting from family conflict with its disintegration in the family social structure leading to divorce in the end. Thus, the author thinks that the role of group

service in facing factors leading to early divorce from a social service perspective aims at protecting the family from the individual, social, and environmental factors leading to early divorce (Mostafa, 2019, p. 354).

### 8.2.2 Theories of achieving the objectives of group service

Alkhatib (2011, p. 94) and Abdu (2010) mention the following theories:

- Structural functional theory: It attributes marital disagreements leading to divorce to defect in the relationships in the family structure. The woman has started to compete with the man in his roles, threatening the social pattern of losing family functions.
- Role theory: It views that divorce factors are based on contradictory expectations of the couple's roles.
- Exchange theory: It is based on the mutual effect which one has inside a group between reward and cost, and gain resulting from passion affects interaction form between the couple. Therefore, the reward is positive due to understanding between the couple. In the absence of such interaction of love and mercy, disagreements result in divorce.

Consequently, such theories focus on interaction and mutual relationships between the couple as well as their expectations of marriage and each other. They view that divorce results from bad interaction between them.

### 8.2.3 Programs of facing causes of early divorce (tools for achieving the objectives of group service)

Several programs have been developed to encounter problems (Mostafa, 2019, p. 357), such as

1. Counseling and advising programs:
  - Couple's participation in activities that help them overcome their problems.
  - Guiding them with information that helps them encounter factors leading to divorce.
  - Increasing the couple's awareness and contribution to creating interaction, especially in early marriage.
2. Religious, cultural and social programs:  
They aim at preventing social problems that threaten social stability, such as family disintegration and disputes leading to divorce and decreasing negative interactions between the couple.

The author argues that practicing the role of group service in facing community problems, in general, and divorce problems, in particular, are based on dynamics and making modifications, if necessary.

## 8.3 Developing life skills

### 8.3.1 Concept of life skills

Life skills are defined as cognitive, social, personal and psychological skills related to dealing with daily life demands and challenges. They vary according to different cultures, environments, circumstances, and topics. They include decision-making, problem-solving, communication, negotiation, self-awareness, sympathy, stress management, future planning, self-esteem, active listening, tolerance, confidence, practical and hygiene skills, and personal relationships (Alagha, 2012, p. 75). Algendy (2008, p. 22) reports that life skills are all positive adaptive behaviors a person does to help deal effectively with daily life demands through functioning knowledge, attitudes, values, and views in daily life. Saadeddin (2007, p.128) identifies three approaches for defining life skills: Performances causing comfort and happiness to individual, mental and sensible abilities that achieve specific objectives, and procedures for solving problems and facing challenges.



### 8.3.2 Qualities of life skills

Omran (2004, p. 14) thinks that life skills vary according to time and place, community nature, customs, traditions, and level of progress. They include all physical and non-physical aspects relevant to one's satisfaction with personal needs and life requirements. Moreover, they rely on mutual relations between the individual and the community. They also aim to help the person interact successfully with the environment with all its dimensions and development of lifestyles. Abdulkarim (2009, p. 27) argues that life skills can be described as accumulative, individual and associated. They are the outcome of the surrounding environment, school, and family. They are cognitively represented in knowing how to do work and realize the qualities of real life. Thus, the author thinks that life skills have the following characteristics: They help the individual to deal and develop adjustment styles with one's environment successfully; they differ according to different communities, time and place since every community has its nature, lifestyles and interactive skills; they are accumulative and relevant as they are interrelated to achieve good interaction with different situations and achieve objectives.

### 8.3.3 Categories of life skills

Authors have various classifications of life skills according to the nature of their studies and the best skills of dealing with others in different situations. For example, Ezzat (2005) classifies them as life skills related to the person, abilities, and readiness, as well as others covering one's social aspects according to the relations with others on the levels of family, work, and daily interactions. Saadeddin (2007, p. 24) highlights problem-solving, time management, safety and security, economic skills, computer skills, skills of electricity technology and electronics, communication technology, production technology, and biotechnology. However, Shehata (2009, pp. 316-317) mentions the skills of flexibility and adjustment, initiative and self-guidance, life and cultural skills, skills of accounting and production, as well as leadership and responsibility. Abdussalm (2009) classifies life skills into social mutual interpersonal, including social interaction, making friends, friendly relations with others, negotiation, bearing responsibility, self-awareness, and sympathy; cognitive skills, including thinking, inference, problem-solving, decision-making, and creativity; emotional skills, such as self-control, control of emotions, anger management, crisis management, and negotiation.

The author argues that the best life skills relevant to family and marital problems are self-management, adjustment, communication with others, stress management, problem-solving and critical thinking. They include several skills, such as accepting the other opinion, negotiation, persuasion, using logical evidence, positive listening, assessing arguments represented in linking between causes and effects, distinction between opinion and fact, identifying causes objectively, and looking for accurate information. Moreover, decision-making is important. It includes specifying the topic accurately and data collection before decision-making.

### 8.3.4 Factors affecting the development of life skills

The most important factors that affect developing life skills are:

1. Supported relations: They make one insist on acquiring or having the skill.
2. Evaluation models: The strong or weak skill is affected by one's observation of evaluation models for performing this skill.
3. Following-up reward: This reward may be basic, such as getting praise.
4. Instructions: Most instructions of performing life skills are acquired at home, while those of work, study, and health are correctly taught outside the home.
5. Having the opportunity: When one relies on others to perform life skills, it would be difficult for him to acquire them.
6. Interaction with peers: Learning skills may be useful according to the nature and skills of



- those peers.
7. Thinking skills: They positively contribute to acquiring and developing the main skills.
  8. Sex: Sex affects acquiring a particular type of skills and a socio-cultural level (Ibrahim, 2010b, p. 29).

### 8.3.5 The importance of acquiring life skills for the couple

Alshoqirat (2009, pp. 83-84) and Saadeddin (2007, p. 17) define many advantages of life skills. For example, they help the learner to deal with different life situations, cope up with stress, face daily challenges, solve and handle social and personal problems carefully, build self-confidence and feel happy and comfortable when doing work perfectly, have others' love and respect, do work successfully, practice what s/he learnt, increase motivation, improve and facilitate life through acquiring necessary life skills, upgrade abilities, improve the standard of living, and finally bridge the scientific-technological gap to upgrade one's life. Various studies investigated life skills. For example, Hegazy et al. (2019) tackled life skills to improve positive behaviors among pride-to-be university students. Sheiby (2018) examined the life skills of the couple in the light of the mid-age crisis and its impact on marital adjustment. Abu-Zeid (2018) investigated developing woman's life skills through sustainable development. Almorshed (2016) proposed a design for practicing a life model in social service for developing woman's life skills. Bakhit (2011) and Wafy (2010) aimed to identify the level of life skills develop the woman's life skills among the participants. In the light of those studies, the author argues that the importance of life skills lies in the fact that they help one deal with different life requirements and situations, face life challenges, and manage stress.

## 9. Methodology

The author adopted the descriptive analytical method. She reviewed the relevant literature and investigated the reality of the most important life skills needed for early divorced women through a scale prepared for this purpose. She also distributed a questionnaire to specialists and experts in social service. Then, she collected and statistically analyzed data and discussed the findings to come up with a proposed program for developing early divorced women's life skills.

### 9.1 Sampling

The research sample consisted of 100 early divorced women in Riyadh in 2020, visiting Mawada Charity for Reducing Divorce and its Effects. Social workers gave the divorced women's cell phone numbers and emails after their approval to participate in this research. The authors also contacted faculty members at Colleges of Social Work and Psychology, Princess Nourah Bint Abdulrahman University, 4 social workers, the Director of the above-mentioned charity and the Head of social workers at Social Solidarity Agency in the Ministry of Human Resources and Social Development. Table 1 shows the distribution of the research sample according to the (age, education level, number of marriage years, and causes of divorce) variables.

**Table 1:** Description of the research sample of the early divorced women

Variables		Frequency	Percentage
Age	20-25	35	35%
	25-30	36	36%
	30-35	29	29%
	Older than 35	0	4%
	Total	100	100%

Variables		Frequency	Percentage
Educational Level	Secondary	15	15%
	Bachelor	71	71%
	M.A.	10	10%
	Ph.D.	4	4%
	Total	100	100%
Number of Marriage Years	Less than 1 year	56	56%
	1-1.5 years	44	44%
	Total	100	100%
Causes of Divorce	Psychological illness	35	35%
	Erectile dysfunction	12	12%
	Chronic disease	3	3%
	Family intervention	41	41%
	Work	5	5%
	Others	35	35%

## 9.2 Tools

### 9.2.1 Preparing the scale of life skills

- a. The questionnaire aims at identifying the life skills that should be developed among the early divorced women, as well as the level of their availability. In the light of such skills, the author proposes a program for developing these skills.
- b. Developing the first draft:
  - Reviewing relevant literature in this domain and surveying specialists' points of view by interviews concerning defining its domains and wording its subskills.
  - Studying the characteristics of early divorced women and the most needed skills to be developed accordingly.
  - It was divided into 4 main domains with 41 skills. It was taken into consideration that the items of skills are short, accurate, and clear.
  - The first life skill was designed to measure the skills of self-management and adjustment (11 subskills). The second one measured interpersonal communication (11 subskills). The third skill addressed stress management (9 subskills), while the fourth skill focused on problem-solving, decision-making, and critical thinking (10 subskills).
- c. The final scale consisted of two parts:
  - I. Personal data: Age, educational level, number of marriage years, and cause of divorce.
  - II. Main skills and subskills

The author used a 3-point Likert Scale to show value. High, moderate, and low were scored 3, 2, and 1, respectively (Table 2).

**Table 2:** Distribution of Scale Scores

Response	High	Moderate	Low
Score	3	2	1

Therefore, the participants' scores ranged (0-123). Then, the author obtained the approval of 100 early divorced women to respond to the questionnaire. She distributed and e-mailed the scale online via Google Forms.

- d. Scale control
  - *Scale reliability:* It was estimated by Cronbach's alpha and scored (0.91). That is, it is highly reliable.

- *Scale validity:*
  - A. Reviewers' validity: The scale was presented to a group of educational reviewers and experts in social work to judge the items' wording, clearness, and skills appropriateness to the characteristics of the early divorced women. The reviewers suggested some important modifications, such as modifying, deleting and replacing some skills in the scale by new ones and rewording others. The scale was modified accordingly.
  - B. Intrinsic validity: It was estimated as an indicator of the scale's total validity. It scored 95. Thus, the scale has high validity.

9.2.2 *Preparing a questionnaire of the social services offered for developing early divorced women's life skills*

- a. The questionnaire aims at defining the social services offered for developing early divorced women's life skills and their obstacles
- b. Preparing the first draft:
  - Reviewing relevant literature and surveying specialists' points of view concerning wording its items by interviews.
  - It was divided into 7 domains with 61 items: Procedures for developing early divorced women's life skills (12 items); roles of the social worker in developing life skills (14 items); social services offered for developing self-management and adjustment (8 items); social services offered for developing interpersonal communication (7 items); social services offered for developing stress management (5 items); social services offered for developing problem-solving, decision-making, and critical thinking (6 items); obstacles to social services offered for developing early divorced women's life skills (9 items).
- c. The final questionnaire consisted of two parts:
  - I. Personal data: Age, educational level, number of marriage years, and cause of divorce.
  - II. Main skills and subskills

The author used a 3-point Likert Scale to show agreement. Agree, Neutral, and disagree were scored 3, 2, and 1, respectively (Table 3).

**Table 3:** Distribution of the questionnaires scores

Response	Agree	Neutral	Disagree
Score	3	2	1

Therefore, the participants' scores ranged (0-183). Then, the author obtained the approval of 17 faculty members, social workers, and directors to respond to the questionnaire. She distributed and e-mailed the questionnaire online via Google Forms.

- e. Questionnaire control:
  - *Questionnaire reliability:* It was estimated by Cronbach's alpha and scored (0.86). That is, it is highly reliable.
  - *Questionnaire validity:*
    - A. Reviewers' validity: The questionnaire was distributed to a group of specialist in social work to judge the items' wording, appropriateness, coverage of the variables and ability to measure the target. The reviewers' remarks were approved, and the questionnaire was modified accordingly.
    - B. Intrinsic Validity: It was estimated as an indicator of the questionnaire's total validity. It scored (92). Thus, the questionnaire has high validity.

10. Results and Discussion

10.1 To answer the first question, the frequencies, relative weight, and percentage of the responses of the participants (100 early divorced women) to the most important life skills to be developed were calculated. The responses are ranked in a descending order according to frequency in table 4.

Table 4: The most important life skills that should be developed among the early divorced women

Skill	Subskill	Sample						
		Frequency			Relative weight	Percentage	Rank	Means
		Low	Moderate	High				
Self-Management and Adjustment	Maintain self-esteem and self-confidence	82	17	1	281	93.66	1	81.84
	Express feelings appropriately	51	38	11	240	80	23	
	Control sorrows and not allowing them to control life	45	42	13	232	77.33	27	
	Identify future goals effectively	63	31	6	257	85.66	8	
	Control emotions and anger	31	43	26	205	68.33	30	
	Handle sorrows positively and not allowing them to control my thoughts	47	40	13	234	78	26	
	Control anxiety about my family future	42	48	10	232	77.33	27	
	Positive thinking about the circumstances I face	55	34	11	244	81.33	19	
	Overcome the difficult situations I face	59	33	8	251	83.66	13	
	Persistence of overcoming obstacles	63	30	7	256	85.33	9	
Take responsibility without help	73	23	4	269	89.66	4		
Interpersonal Communication	Context-based verbal and non-verbal interpersonal communication	56	34	10	246	82	17	81.66
	Active listening to others to understand what they say	64	28	8	256	85.33	9	
	Express feelings towards others clearly	50	38	12	238	79.33	25	
	Negotiation and conflict management to choose the best and satisfactory solutions	48	43	9	239	79.66	24	
	Courage to refuse the things I do not like	56	31	13	243	81	20	
	Establish good and sound relationships with others	74	19	7	267	89	5	
	Understand, respect, and sympathize with others' needs, feelings, circumstances and attitudes	79	19	2	277	92.33	2	
	Respect others' differences, opinions, and contributions	73	24	3	270	90	3	
	Ask for help when needed	24	47	29	195	65	31	
Refuse and stick to some situations, which require this	57	34	9	248	82.66	15		
Participate in different social activities	38	40	22	216	72	29		
Stress Management	Manage psychological and social stresses	55	35	10	245	81.66	18	82.88
	Plan to solve the problems I face	58	37	5	253	84.33	11	
	Think about the problems comprehensively to gain more understanding	60	37	3	257	85.66	8	
	Change plans to adapt to circumstances	63	34	3	260	86.66	7	
	Focus on the positive aspects of a problem when exposed to a stressing situation	51	40	9	242	80.66	21	
	Use potentials to solve a problem	63	31	6	257	85.66	8	
	Manage time to fit problem-solving	59	33	8	251	83.66	13	
	Control feelings and emotions when encountering a problem	40	42	18	222	74	28	
Relax alone or with others when exposed to psychological stress	68	24	8	260	86.66	7		
Problem solving and decision-making	Evaluate alternative solutions of a problem to choose the best one	55	40	5	250	83.33	14	84.63
	Handle the main causes of problems	59	34	7	252	84	12	
	Collect necessary data before making the right decision	70	27	3	267	89	5	
	Make decisions objectively	62	31	7	255	85	10	
	Detect errors to correct them while decision-making	66	32	2	264	88	6	
	Benefit from others' experience when making a decision	54	33	13	241	80.33	22	
	Evaluate the decisions taken from time to time	62	31	7	255	85	10	
	Distinguish the relevant and irrelevant factors to the situation	57	33	10	247	82.33	16	
Distinguish ambiguity and contradictions in a situation	61	33	6	255	85	10		
Analyze others' points of view and opinions	60	33	7	253	84.33	11		
Total					10182	82.78		

Table (4) shows that the percentage of the scale of the early divorced women's life skills ranged (93.66-65). While the item "maintain self-esteem and self-confidence" was ranked first, the item "ask for help when needed" was ranked last. The total score of the scale (82.78) suggests the high degree of life skills among early divorced women. The participants agreed on most of the items. Moreover, it reflects the need to have these life skills among early divorced women in the light of the proposed program. The most prominent life skills among the early divorced women were maintenance of self-esteem and self-confidence, ability to bear the responsibility, making good and sound interpersonal relationships, as well as understanding, respecting, and sympathizing with others' needs, feelings, views, and circumstances. Respecting others' differences, opinions, and contributions was also important. The author attributes this finding to the early divorced women's desire to adopt the scientific approach for practicing their lives and solving their problems. They also represent the most important life skills necessary to be developed for these women since such skills got the highest scores of the agreement by the participants.

The table illustrates that the most important life skills that should be developed among early divorced women are control of emotions and anger, control of sorrows and not making them affect my life, control of anxiety about my family future, ask for help when needed, participate in different social activities, express feelings towards others clearly, and control of feelings and emotions when facing a problem. This finding is due to the deficiency in making clear plans for their future. Thus, they have frightening feelings that hinder self-development. This fear is because of their little interest in following up on what is going on in the world, the inability to control emotions when criticized or offended, or the inability to discuss objectively because of their impulsiveness which sometimes makes them lose tact with others. In spite of the participants' different responses to these skills, they are keen to know ways of controlling emotions, sorrows, and anxiety about their future, as well as expressing and controlling their feelings. That is, such skills need more support and interest to be developed among early divorced women.

While problem-solving, decision-making, and critical thinking were ranked first and rated (84.63), interpersonal communication was ranked last and rated (81.66). The author argues that the participants lack teamwork and differ in accepting criticism. This may be due to the early divorced women's characteristics and problems. Thus, they react sharply. However, such skills should be highlighted and given more social services because of their impact on developing the early divorced women's lives. The participants suggested other skills, such as self-management, especially self-esteem, self-confidence, and complete knowledge of rights and duties. They also suggested self-development and autonomy in some situations.

These findings are inconsistent with the results of Abu-Zeid (2018), Almorshed (2016), Bakhit (2011), Hegazy et al. (2019), Sheiby (2018), and Wafy (2010) concerning the deficiency of programs of developing early divorced women's life skills. This is reflected in their high and moderate need to such skills in the scale. In addition, the findings agree with the results of Alaamry (2013), Alturk (2019), Alwell and Cobb (2009), Cavinder et al. (2011), Miller, et al. (2009), Sasila (2011), Seevers and Dormoders (2015), and Wurdinger and Qureshi (2015) that reported the importance of training in life skills for achieving social and emotional development, resulting in the comprehensive development of personality.

10.2 *To answer the second question, the frequencies, relative weight, and percentage of the responses of the participants (17 faculty members, social workers and directors of social institutions) to the nature of social services offered for developing early divorced women's life skills were calculated. The responses are ranked in a descending order according to frequency in table (5).*

**Table 5:** Frequency, relative weight, and percentage of the participants' responses to the nature of social services offered for developing early divorced women's life skills

Service	Item	Sample						
		Frequency			Relative weight	Percentage	Rank	Means
		Agree	Neutral	Disagree				
Procedures for developing early divorced women's life skills	Running training programs for providing data on the early divorced women's life skills to be developed, ways of development, and important application in specific situations	14	3	0	48	94.11	4	95.41
	Holding awareness symposia to raise the early divorced women's awareness of life problems and ways of overcoming them	14	3	0	48	94.11	4	
	Encouraging the early divorced women to get community services from planning to supporting existing programs	17	0	0	51	100	1	
	Providing a safe and supportive environment for developing early divorced women's life skills	15	1	1	48	94.11	4	
	Developing the mechanisms and tools of following-up the implementation of programs of developing early divorced women's life skills	15	1	1	48	94.11	4	
	Ongoing evaluation of the results of programs offered for developing early divorced women's life skills	14	2	1	47	92.15	5	
	Enhancing early divorced women's ability to apply what they learnt in personal life and community to help become effective citizens	14	2	1	47	92.15	5	
	Organizing social, cultural, and entertainment activities to involve early divorced women in community	15	2	0	49	96.07	3	
	Making early divorced women's families aware of their psychological and social problems and ways of dealing with them	15	2	0	49	96.07	3	
	Caring for the psychological cases and referring them to psychological clinics and units of family guidance and counseling	15	2	0	49	96.07	3	
	Helping early divorced women to get involved in the community through opening contact channels with labor market needs	16	1	0	50	98.03	2	
	Asking the community to change the negative attitude to the early divorced women through mass media programs	16	1	0	50	98.03	2	
	Roles of the social worker in developing life skills	The social worker makes early divorced women acquire skills of control negative feelings resulting from stress.	16	1	0	50	98.03	
The social worker makes early divorced women acquire successful behaviors of problem-solving to raise awareness of their problems and ways of solution.		16	1	0	50	98.02	3	
The social worker makes early divorced women acquire different techniques of decision-making and critical thinking.		15	2	0	49	96.07	4	
The social worker provides the early divorced woman with information for carrying out tasks of life skills.		16	1	0	50	98.03	2	
The social worker provides early divorced women with advice and alternatives relevant to ways of problem-solving.		17	0	0	51	100	1	
The social worker teaches early divorced women skills of problem-solving.		17	0	0	51	100	1	
The social worker reinforces early divorced women's abilities and potentials.		15	2	0	49	96.07	4	
The social worker provides early divorced women with sources of required services.		16	1	0	50	98.03	2	
The social worker helps early divorced women communicate with different social institutions through cooperative skills and discussions.		17	0	0	51	100	1	
The social worker guides social institutions to respond more to early divorced women's needs and problems.		14	3	0	48	94.11	5	
The social worker organizes the efforts of the local community and concerned bodies.		15	2	0	49	96.07	4	
The social worker improves early divorced women's connection with social work networks.		15	2	0	49	96.07	4	
The social worker improves early divorced women's ability to make sound decisions.		16	1	0	50	98.03	2	
The social worker enhances early divorced women's self-esteem.	16	1	0	50	98.03	2		

Social Services offered for developing self-management and adjustment	Improving early divorced women's ability to manage and control emotions through guidance to have support from friends and relatives.	15	1	1	48	94.11	3	97.29
	Contributing to early divorced woman's comprehensive self-development, self-esteem by training them in personal development strategies.	16	1	0	50	98.03	2	
	Helping early divorced women to identify personal aims, plan for life, and define future objectives.	17	0	0	51	100	1	
	Preparing programs with achievable realistic objectives to enhance early divorced women's self-confidence and achievement motivation.	17	0	0	51	100	1	
	Having a dialogue with early divorced women, listening to them and providing them with information to develop their positive creative thinking.	17	0	0	51	100	1	
	Presenting models for early divorced women on ways of observing themselves.	14	3	0	48	94.11	3	
	Making early divorced women participate in planning programs for developing their self-planning.	14	3	0	48	94.11	3	
	Holding workshops for early divorced women on taking responsibility and overcoming difficult situations.	16	1	0	50	98.03	2	
Social Services offered for developing interpersonal communication	Holding training courses to early divorced women in verbal and nonverbal interpersonal communication and body language	16	1	0	50	98.03	1	94.11
	The social worker would pay home visits to early divorced women to relieve intensive social problems hindering social adjustment.	11	3	3	42	82.35	4	
	Preparing social symposia to encourage early divorced women to communicate with others.	15	2	0	49	96.07	2	
	Conducting training courses to raise family awareness of dealing with early divorced women	15	1	1	48	94.11	3	
	Offering programs and sessions for early divorced women to train them in the protocols of dialogue, respect of other opinion, and good listening to others.	16	1	0	50	98.03	1	
	Holding workshops for early divorced women to train them in several skills, such as attention, follow-up, interaction, restatement, and concentration to increase interpersonal communication.	14	3	0	48	94.11	3	
Organizing small groups to explore issues by participating in group activities.	15	2	0	49	96.07	2		
Social Services offered for developing stress management	Celebrating any success achieved by early divorced women	14	3	0	48	94.11	2	95.22
	Training early divorced women in good time management	15	2	0	48	94.11	2	
	Giving real examples to early divorced women of people encountering and overcoming stress	15	2	0	51	100	1	
	Teaching relaxation techniques to early divorced women individually or with others to feel comfortable.	15	2	0	48	94.11	2	
	Running counseling programs to guide early divorced women to different methods of managing stress, feelings, and emotions	17	0	0	48	94.11	2	
Social Services offered for developing problem-solving, decision-making, and critical thinking	Encouraging early divorced women to ask questions and think about life beliefs respectfully	14	3	0	47	92.15	3	95.09
	Holding open discussions with early divorced women to help them discover contradictions and seek deeper facts	16	1	0	47	92.15	3	
	Encouraging early divorced women to express different views about analyzing problems and suggesting possible solutions.	16	1	0	49	96.07	2	
	Running training programs for early divorced women on problem-solving: Analyzing personal problems realistically, giving immediate solutions and long-term strategies, and ways of managing difficult problems	16	1	0	49	96.07	2	
	Encouraging early divorced women to express and judge opinions, expect correct solutions and have self-evaluation	17	0	0	49	96.07	2	
	Making early divorced women acquire skills of critical thinking: Observation, explanation, inference, comparison, imagination, discussion, prediction of hypotheses, and assessment of arguments	16	1	0	50	98.03	1	

Table (5) shows that the best social procedures offered for developing early divorced women's life skills are encouraging the early divorced women to get community services from planning to supporting existing programs, helping them to get involved in the community through opening



contact channels with labor market needs, and asking community to change its negative attitude to them through mass media programs. With respect to the roles of the social worker in developing life skills, the best ones are teaching early divorced women the skills of problem-solving, helping them communicate with different social institutions through cooperative skills and discussions, and providing them with appropriate information to implement tasks of life skills. Concerning developing self-management and adjustment, the best services are helping early divorced woman to identify personal aims, plan for life, and set future objectives; preparing programs with achievable realistic objectives to raise early divorced woman's self-confidence and achievement motivation; having a dialogue with early divorced women; listening to them and providing them with information to develop their positive creative thinking; contribution to comprehensive self-development, self-esteem, and self-efficiency through training them in strategies of personal development; conducting workshops for them on taking responsibility and overcoming difficult situations.

Regarding developing skills of interpersonal communication, the best services are holding training courses for early divorced women on verbal and nonverbal interpersonal communication and body language; running programs and sessions on protocols of dialogue, respect of other opinion and good listening to others; organizing small groups to explore issues by participation in group activities; holding social symposia to encourage them communicate with others. As for developing stress management, the best services are giving real examples to early divorced women through giving examples of people encountering and overcoming stress, celebrating any success achieved by them, training them on good time management, teaching them relaxation individually or with others to feel comfortable, as well as running counseling programs to guide them to different methods of managing stress, feelings, and emotions. In terms of developing problem-solving, decision-making, and critical thinking, the best services are acquiring skills of critical thinking, including observation, explanation, inference, comparison, imagination, discussion, prediction of hypotheses, and assessment of arguments; encouraging early divorced women to express and judge opinions, expect correct solutions and have self-evaluation; running training programs on problem-solving to include Analyzing personal problems realistically, giving immediate solutions and long-term strategies, and ways of managing difficult problems. The author argues that the various methods offered through social services help develop life skills, meet the needs, and solve the problems of early divorced women.

10.3 To answer the third question, the frequencies, relative weight, and percentage of the responses of the participants (17 faculty members, social workers and directors of social institutions) to the obstacles to practicing the roles of social services in developing early divorced women's life skills were calculated. The responses are ranked in a descending order according to frequency in table (6).

**Table 6:** Frequency, relative weight, and percentage of the participants' responses to the obstacles to practicing the roles of social services in developing early divorced women's life skills

Service	Item	Sample						
		Frequency			Relative weight	Percentage	Rank	Means
		Agree	Neutral	Disagree				
Obstacles to practicing the roles of social services in developing early divorced women's life skills	Inadequate number of qualified social workers for counseling concerning necessary skills for managing my life affairs as a recently-divorced woman	15	2	0	50	98.03	2	98.25
	Lack of interest in conducting studies to identify the actual needs of early divorced women, social and psychological problems, and necessary life skills	15	1	1	50	98.03	2	
	Poor communication between social service centers/ social workers and early divorced women	16	1	0	50	98.03	2	
	Few training courses aiming at developing early divorced women's life skills	16	1	0	49	96.07	3	
	Reluctance of the early divorced women to benefit from social services to develop life skills	16	1	0	50	98.03	2	
	Dissatisfaction of some social workers with their work	14	3	0	51	100	1	
	Inefficient social services offered by social institutions to early divorced women	14	3	0	51	100	1	
	Limited budgets and personal and financial potentials necessary for presenting social services for early divorced women	14	2	1	51	100	1	
	Lack of social workers' experience in developing early divorced women's skills	15	1	1	49	96.07	3	

Table 6 shows that the most prominent obstacles to practicing the roles of social services in developing early divorced women's life skills are the dissatisfaction of some social workers with their work, inefficient social services offered by social institutions to early divorced women, as well as limited budgets and personal and financial potentials necessary for presenting social services for early divorced women. The participants suggested other obstacles, such as low community awareness of the early divorced women's needs, misunderstanding their psychological and social circumstances, and increasing number of early divorced women. These obstacles hinders effective communication with the early divorced women. Moreover, they do not feel that they have a problem to be solved. In other words, divorce in our community is usual and natural.

10.4 To answer the fourth question, the proposed program included the following items.

A. Principles of the proposed program

They are the results of previous studies related to early divorced women and life skills, the findings of the Scale of Life Skills and the Questionnaire of Specifying Social Services for Early Divorced Women, as well as the theoretical basis of social service.

B. Purpose of the proposed program

The proposed program aims to develop early divorced women's life skills: self-management, adjustment, interpersonal communication, stress management, problem-solving, decision-making, and critical thinking.

C. Intervention patterns:

- The pattern of change creator: Social workers in social institutions.
- Agent pattern: early divorced women
- Aim pattern: Working individually with early divorced women, as well as working with the groups, families and community of early divorced women, social institutions, and the local community.

D. Steps of professional intervention

Communication with target groups of the professional intervention program, estimation, planning for intervention and contracting, intervention, evaluation, ending the program, and follow-up.

E. Strategies of the proposed program

They include cognitive reconstruction, behavior appreciation, interaction, communication, persuasion and illustration, and environmental modification.

F. Program techniques: Group discussions with early divorced women, behavioral modeling, positive reinforcement, and common work with local community institutions.

G. Roles of the social worker

The proposed program includes 5 roles for a social worker: An educator, a therapist, a guide for early divorced women's behaviors, a planner, and a data collector.

H. Tools: Interviews, lectures, symposia, workshops, trips, and cultural contests.

I. Skills: Self-management, adjustment, interpersonal communication, stress management, problem-solving, decision-making, and critical thinking.

J. Evaluation

- Formative evaluation: It follows every phase to correct the program track. It includes evaluation of early divorced women's outcomes, social workers' performance, and the strategies used in the program.
- Summative evaluation: It is adopted to make a decision on the program's effectiveness, improvement, and possibility to be generalized.

K. Timeframe of the proposed program: 2 sessions weekly for 6 months.

The following are the details of the proposed program for developing early divorced women's life skills.

Activity Type	Aim of Activity	Target Group	Time
Meeting	Illustrating the program's objectives, activities, and timeframe	A group of early divorced women	1.5 hours
Symposium	1. Identifying the characteristics of the early divorced woman 2. Identifying the problems of the early divorced women 3. Identifying the impact of the early divorced women's problems, behaviors, and interactions	A group of early divorced women	2 hours
Symposium	1. Defining the concept of life skills 2. Identifying the types of life skills and secondary indicators	A group of early divorced women	2 hours
Trip	Creating an appropriate environment of positive interaction between early divorced women	A group of early divorced women	3 hours
Symposium	1. Identifying the importance and aims of life skills 2. Identifying the effect of developing life skills on early divorced women's behaviors and interactions	A group of early divorced women	2 hours
Lecture	2. Defining the concept of self-management and adjustment 3. Identifying the skills of self-management and adjustment 4. Identifying the aspects of self-management and adjustment	A group of early divorced women	2 hours
Lecture	1. Defining the concept of self-management and adjustment 2. Identifying the skills of interpersonal communication 3. Identifying the aspects of interpersonal communication	A group of early divorced women	2 hours
Lecture	1. Defining the concept of stress management 2. Identifying the skills of stress management 3. Identifying the aspects of stress management	A group of early divorced women	2 hours
Lecture	1. Defining the concept of problem-solving, decision-making, and critical thinking 2. Identifying the skills of problem solving, decision-making, and critical thinking 3. Identifying the aspects of problem-solving, decision-making, and critical thinking	A group of early divorced women	2 hours
Group discussion	A Discussion on ways of achieving early divorced woman's life skills	A group of early divorced women	2 hours
Workshop	Early divorced woman's positive thinking	A group of early divorced women	2 hours
Lecture	1. Identifying means of verbal and non-verbal communication 2. Identifying different methods of conflict management	A group of early divorced women	2 hours
Lecture	1. Identifying the methods of managing feelings and emotions when facing problems 2. Identifying different techniques for relaxation	A group of early divorced women	2 hours
Lecture	1. Identifying correct methods of evaluating alternative solutions 2. Identifying different methods of the analysis of others' views	A group of early divorced women	2 hours
Lecture	1. Identifying methods of setting future objectives 2. Identifying different methods of controlling the divorced woman's anxiety about personal and family future	A group of early divorced women	2 hours
Workshop	How does a divorced woman manage psychological stress and change plans to manage stress and problem-solving?	A group of early divorced women	2 hours
Workshop	The divorced woman's acquisition of different methods to express her feelings towards others, respect the other opinion, and refuse some situations	A group of early divorced women	2 hours
Symposium	How does a divorced woman collect data before decision-making, make a decision wisely and objectively, benefit from surrounding people's experience including such decisions, detect and correct mistakes, and evaluate her decisions?	A group of early divorced women	2 hours
Cultural activities	Holding a cultural contest	A group of early divorced women	1.5 hours
Meeting	Discussing the possibility of the inclusion of activities in the university plan for developing early divorced women's life skills	A group of early divorced women	2 hours
Meeting	Discussing the inclusion of social institution plan in life skills forums	A group of early divorced women	2 hours
Behavioral modeling	Overviewing the life of Prophet Muhammad (PBUH) in self-management, adjustment, interpersonal communication, stress management, problem-solving, decision-making, and critical thinking	A group of early divorced women	3 hours
Trip	Closing the program	A group of early divorced women	3 hours
<b>Total hours</b>			<b>48 hours</b>

## 11. Recommendations

The author recommends applying the proposed program for developing early divorced women's life skills in the light of their needs and problems. Social institutions should intensively conduct the proposed training programs, workshops, and dialogue activities for their effective rehabilitation. Moreover, social workers should actively communicate with early divorced women to design and implement social service activities and volunteering work. A set of booklets and brochures about fields of life skills should be prepared.

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