

RESEARCH ARTICLE

FAMILY HARMONY AMONG MARRIED FEMALE STUDENTS AND THEIR ACADEMIC ACHIEVEMENT DURING THE UNIVERSITY DEGREE LEVELS

Arwa Omairan^{1,*} ¹ Psychology, American Psychological Association Graduates, Washington D.C

* Corresponding author: Arwa Omairan; E-mail: arwasalem990@gmail.com

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Abstract

This research basically aims to show the relationship between family harmony and the academic achievement among a sample (150) of randomly-selected married female students whom faculties have been known in Sakarya University, Sakarya University of Applied Sciences in Turkey and the University of Aden-Yemen. To achieve the objectives of the research, two questionnaires were used; The family Harmony Scale (FHS-24) and the Academic Life Assessment Scale (ALAS), a descriptive analysis was applied to the data of the research through the quantitative method. Results emphasized that family harmony and academic achievement are significantly influenced positively by each other, so that the higher or the lower levels of academic achievement usually refers to the same level of family harmony and vice versa, generally found to have significant differences between them as well. Moreover, this research emphasizes the foundation of statistically significant differences between family harmony and academic achievement among married female students based on their educational status. Based upon the above results which prove the relationship between family harmony and academic achievement, the researcher recommends providing more domestic, psychological and educational support for married female students. More future and extended researches should be conducted to provide better understanding of this issue, so as to facilitate better understanding of the needs, responsibilities and duties of married female students as important role members in the family.

Keywords: Family harmony; Academic achievement; Married female students.

Introduction and Background of The Research

Family is an essential basic unit that societies seek proper comprehension establishing its positivity and constructing negativity. When discussing such topics, the vital pillars dealt with includes parents (both mother and father) as well as their children, dealt with as a whole construction or image.

Developing a central guiding theoretical model assists to systematically understanding of how family dynamics can impact academic achievement or overall success. Multiple factors influence the term of *Academic achievement* among which *Family harmony* plays a very crucial role. A harmonious family environment which is characterized by effective and supportive communication and relationships along with low ranges of conflict, in the literal contexts, explain the pathways of motivation that comes from oneself and others, effective engagement then positive academic outcomes. Clarifying these relationships, an established creative model can guide research, policy, and interventions aiming at improving both the well-being agendas of the married female students with their families and their overall academic achievement.

To set a clear guiding framework regarding family harmony and academic achievement from psychological, sociological and educational perspectives, some standard theories can simplify and reflect the general idea of both research variables from psychological theory perspectives also from the very early stages of a family life. These two variables can be linked through the Attachment Theory (Bowlby) stating that within the family

promoted children's self-esteem, motivation and emotional regulation all leads to secure emotional bonds which are considered factors that contribute to better academic performance. Whereas the Bronfenbrenner's Ecological Systems Theory explains that a child's academic achievement is with a quality influenced by their microsystem which is "the family", all enhances success and engagement. As family life's related aspects should be clearly based on a logical flow as marriage, family harmony, academic achievement and some other factors as family ways toward intergration in societies as well as the factor of academic achievement. Shortly-environmental, cultural, social, and familial factors that create a setting of high level of harmonization.

So seeking for academic achievement, students accurately have to be with encouragement, appreciation and performance with full potentials. The lack of one of these factors; however, may influence academic achievement being promoted or impeded. Here, it is significantly promoted by the strongest factors; the familial factors, which are considered the most important regarding this issue. Based on, academic achievement is set as one of the most essential targets of education process on the basis of which the level of learning of students must always gradually be assessed. University through their educational programs, try generally to develop the psychological aspects specifically the students' personality sides and enhance social, cultural, intellectual development by providing appropriate and favorable educational and entertainment atmospheres. For this, students' needs and problems should be understood and realized appropriately toward suitable solutions.

The beginning means the importance, in one hand, being married and undergraduate at the first flourishing steps of the university life, in the other hand, the higher education different nature of study, achievement and responsibilities: here, more creation is stressed and liberal rather than memorization, not like high schools where the systems of education are with obligations also more conservatism. There in universities are; for example, less rigidities, punctuality or obligations regarding attendance or absence which might encourage the undergraduates- as they may think- to have it flexible handling marriage responsibilities and duties, so a female student starts her marriage life early during undergraduates feeling that family can support atmospheres of harmony.

Family harmony encompasses familial happiness which manifests in family stability and cohesion, the ability to meet family demands and the organized also healthy relationships among parents themselves and their children as well as the relationships among siblings themselves all ensuring love, trust and mutual respect prevailing among all. In simple sweet words, family harmony means love that prevails among family members when the husband and wife view their relationship as one, primarily on marital harmony with lots of tranquility, affection, and mercy. Relationships within a harmonious family are always based on love, understanding, respect and cooperation all is crucial for achieving family integration and establishing intimate familial relationships. Once family concord is attained, family members can carry out the basic and additional functions to fully satisfy their needs and be provided with physical and emotional security. Those intimate and close relations are shown in the safe interactions of the spouses or partners having a certain number of expected rewards to each other for their children's best interest. This interaction is part of the *network of the family's interactive networking* mostly directed at satisfying individual needs, including but not limited to, security protection, belonging, esteem, and compliance with responsibilities and efforts to tackle roles toward support that upholds harmony among family members then encourage their healthy interactions as well as connections achieving aspirations and objectives. All of that can only be accomplished through a conscious understanding of family roles, principles, and methods of interaction, which in turn achieves family belonging leading again to family harmony. However, when absence of family harmony, family systems disintegrate then collapse. Children become more vulnerable to neglect, which in turn impacts negatively their psychological development, weakening their sense of family belonging.

Marriage and family life are a challenge and with significant responsibilities. Household obligations for females, combined with the lack of participation from their husbands durig household chores and other responsibilities makes it difficult to balance both roles; being a wife and mother and-at the same time- a student,

it may head to fatigue and failure in one or both. Regarding how a woman can balance the duties of marriage and the whole family- study as well- most psychologists state that there are multiple roles specified with three dimensions. The first is the woman's physical and health capacity which enable to endure pregnancy, childbirth and the effort required to care of her family while studying. If her health allows it, there is no objection from this standpoint. The second is about the psychological maturity and the ability to comprehend the social roles required as a mother, wife, and a student. This maturity depends on her internal readiness and the external environment that teaches these required roles as well as how to perform all well, the rights of others as well as the extent to which it helps her face challenges and difficulties. The third dimension lies on the female student's ability to manage time- no matter how mature the woman is- just to put in mind that she will not be able to proceed without prioritizing her tasks. Absolutely, this requires willpower and patience. At the end of the day, there must be a company (usually a husband) who has to understand what his woman is striving for and try to support to achieve her academic targets and familial duties.

In many Arabic countries, spouses would usually- to save time, effort and all family life- decide to have support from a third-party and domestic helpers (house keepers and drivers) regarding the household chores, children care and other related duties. As in Yemeni culture, most are not allowed to step toward having those third-parties or domestic helpers, it is related to some conservative cultural thoughts. The same mostly happens in Turkey where, indeed, many family members help each other as people's thoughts that their domestic life does not support the additional luxurious services regarding housekeeping or driving services. Even though, being a wife and a mother needs this female student to have such saving-time services but, the concern lies in the potential negative effects and concerns this phenomenon (housekeeping and drivers) may cause to the family, particularly in the societies that do not accept such service types to be in the same house all day and night regarding some social, cultural or religious proscriptions. With domestic helpers taking on the surrogate role of the female mother student in household management and child-rearing, this; however, poses a significant threat to family upbringing. The driver may not be entrusted with the family's children even if it is accepted that many families prefer to employ from-the-same background or ethnicity, another influential factor on children's upbringing remains the family's ignorance of the social and cultural background of the helpers or drivers also may lead to not matching the context of the community after some time. Still with those kind of services, female students anywhere struggle to keep familial life safe, balanced and their academic life motivated.

Female students have to be with motivation to keep on their path toward academic achievement. In the past decades, psychologists have recognized and examined the effective factors of motivation for academic achievement and success, their researches indicated that personality, family, university and social variables are related to this construct (Masaali, 2007). The bulk of behaviors indicating the academic motivation involves insisting on doing difficult assignments, hardworking or effort into learning to reach mastery and choosing assignments which need great effort. Accordingly, motivation for academic achievement, or internal motivation, is a psycho-cognitive condition which is acquired the individual perceive herself to have autonomy.

The Problem of The Research

As a traditional family concept, women's roles have been limited to marriage, childbirth, take care, and household chores. According to Ameera Ahmed Obeid (2013) family cohesion is achieved when harmony prevails between the spouses themselves and the rest of the family members, creating an atmosphere of tranquility and stability which all provides psychological comfort to family members, protecting them from negative influences and supporting their strength and resilience. This depends on the prevailed positive emotions, connecting all members, manifesting in love, mutual respect, and appreciation. If main family members as mothers fail to satisfactorily fulfill their duties, family disintegration then take a place, that may lead to collapse of family unity as well as dissolution of the social roles associated with. When couples fail to

harmonize, the dissatisfaction of either the husband or wife with their life, their lack of happiness, and desire to abandon the various familial obligations at both material and emotional aspects, can result in one partner living unsatisfactorily or leaving home. Problems often arise from disruptions at family's close environment, weakening the family's cohesion as well as the close relationships among members. Married female students face all these factors continuously because they are studying and bearing all these responsibilities at once as wives, mothers and students; as a result, family harmony can be at a serious risk. Mostly, all student's adaptation to the university environment with a sense of satisfaction and comfort with their university life can positively impact productivity and contribute to determining their readiness to accept the values and attitudes promoted by the host university. Academically, adapted students generally tend to achieve better academic results which can be at normal levels or even higher. Although what expected from the married female students is the same as their classmates (single students) bearing all these family responsibilities while the academic life. As a result, this research's point of view is to shed a light on the relationship between the family harmony and the academic achievement of the married female students at the university degree levels, to understand the actual barriers, life situations they live with as well as focus on some suggestions that may assist with such situations.

In addition, there is a lack of studies in this particular field so, it is really essential and beneficial enriching the scientific libraries with more resources on the subject of family harmony and academic achievement. Furthermore, the educational institutions have generally a sort of lack of knowledge at such concerns that female students live every moment during university degrees, with ambition that new thoughts and ideas are set and improved regarding this field in the future.

The Purpose of The Research

The major purpose of this research is to examine the relationship between family harmony and academic achievement among married female students in Turkey and Yemen. Moreover, it has theoretical importance because there are a few researches available on the issues related to family harmony with academic achievement among married female students.

Questions and Hypotheses of The Research

The following are some key questions answered in the current research:

1. Is there a relationship between family harmony and academic achievement among married female students at the university degree levels?
2. Are there statistically significant differences between family harmony and academic achievement among married female university students?

Hypothesis:

1. There is a significant relationship between family harmony and the academic achievement of married female students during their university degree levels.
2. There is a statistical difference among the married female students regarding their educational status.

The Importance of The Research

The importance of the current research lies in its contribution highlighting the concerns that married female students may face during their university degrees especially in Turkey and Yemen focusing on the relationship between two main variables. Moreover, to the best of the researcher's knowledge, the variables in this research have not been collectively discussed within nor the Turkish neither the Yemeni society's research agendas, which gives this research a special significance.

Procedural, Conceptual Definitions and Research Terminology

In general linguistic terms, family is considered a strong shield, meaning that family members are cohesive and support each other like shield leaves. Family is an educational system and a necessary institution for human race survival and continuity. Concisely, it is believed that family is the source of all proper upbringing that influences the lifelong of children.

- Harmony: in general refers to compatibility, agreement and conformity. To harmonize means to agree with on a matter reaching to a mutual edge. Harmony is about cohesion, closeness and the unity among things, the coming together of words as well as opposed to discord, dissonance and conflict. This term *Harmony* can be realized at different levels: family, community, nation and the whole world. According to Di Fabio and Tsuda (2018), harmony is noticed inside the society within the same or different ethnic groups (Or political parties) within ethnic groups with a different kin and among the same kin.
- *Family harmony* has been summarized in two meanings by psychologists. The first seen as a state that manifests in the cohesion, closeness, unity, mutual affection, love and mercy among family members. The second, viewed as a process in which tasks are accomplished, goals are achieved, needs are met, problems are addressed, pressures are endured and crises within the family are managed.

From a psychological perspective, family harmony is defined as: "a subjective perception of well-functioning relationships within a family, with low levels of expressed conflict and high levels of emotional bonding and mutual support (Shek, 2002). Generally family harmony was defined by (Olson, 2000) as refers to a state of peaceful, cooperative, and emotionally supportive interactions among family members, characterized by low conflict, mutual respect, and shared values.

- The operational definition of family harmony of this research: the state that reflects the ability of married female students to balance their family life duties, measured by the total scores they obtain on the family harmony scale.
- Achievement: generally and shortly means successful accomplishment. This term describes completion of tasks and responsibilities successfully.
- Academic achievement: refers to the level of success a student attains academically, as revealed by their grades and cores in tests and exams as well as it is the outcome of the continuous dynamic process through which a student succeeds and comprehends with university subjects. According to (Dar, 2024), academic achievement can; therefore, be defined as the levels of performance that students display during the educational activities within formal academic contexts tallied through scores, standard achievement tests and class orders,..etc. It encompasses a broad range of competencies, knowledge and skills, all which are achieved through the educational processes in numerous courses as well as professions. In addition, academic achievement as defined by (Richardson, Abraham & Bond, 2012) refers to the extent to which students have attained their short- or long-term educational goals, often measured by grades, test scores, or degree attainment. And from an educational psychology perspective, academic achievement can be defined as "the degree of success or proficiency attained in scholastic work, as evaluated through formal assessments and teacher judgments"(Woolfolk,2016).
- The operational definition of academic achievement: the total cumulative with high or low grades that married female students obtain as a result of the educational process during their university degree levels.

Theoretical Framework

In the fields of family systems and educational psychology, there are a lot of integrated key theories that generally and specifically explain how family harmony can influence academic achievement. Some posit the family functions as an interconnected with a positive communication unit, where healthy relationships and

emotional support create a stable environment that establish more conductivity and development to children. *Social Capital Theory* is best complementing this by highlighting how a supportive family network can provide motivation, resources and guidance that absolutely in normal enhance the educational outcomes of students. Generally, most of the models that propose family harmony characterized by strong emotional bonds, low conflict, as well as effective parental involvement, leads to more fostering of children's motivation, cognitive engagement and self-esteem, which in turn absolutely lead to better academic achievement or performance. This emphasizes a dynamic interaction between family ways of interaction and life processes and academic behaviors.

To start over toward a clear framework, it should be known that *harmony* itself has not been the focus of psychology until the recent past years when attention increasingly was paid to studying one's well-being as well as focusing on happiness and the quality of life matters. In the literature of human positive functioning, harmony has been various defined and operationalized as a part of well-being in wider constructs.

Harmony is a temporary state in which the forces of the surrounded environment with people themselves become balanced. Literately, some conducted studies concluded that family harmony theory development can be viewed through family environmental theory perspectives. As Fauziah, et al., (2023) explains that family harmony theory is a part of the family environment that fulfills aspects of relationship, such as cohesion (family closeness), expressiveness (self-disclosure), and conflict (ability to overcome conflict). This term- family harmony consists of four components: communication, appreciation, less conflict and time spent with family (Lam et al., 2012). Some other researchers summarize those components into wide similar determinates but, among business families with foundations of a various different levels as (Pottas and Sunnet, 2009) stated; family harmony lasts with open communication, high trust and respect among family members, family conflict, family commitment, equality of position in the family, justice, leadership, family rules, clear division of tasks within family members, involvement of inactive family members, influence of others who are not family members as well as older family members and family finance.

Most human fields include numerous conflicting forces and a person behaves in a particular way depending on these forces arrangements. When a starting a new field, such as start studying in a new university, the unstable forces do not quickly stabilize, nor are they stable initially. Psychologists and sociologists consider a female student's marriage to be a natural occurrence due to life circumstances and not contrary to nature and customs. The main reason many young women accept marriage is "economy", as their husbands are expected to help financially with study fees and allowances. A woman who can balance her academic and marital life is considered successful by all standards also is capable of balancing her responsibilities as a student with her household duties.

From the perspective of the academic achievement theory which explains that learners' academic achievement is based on aptitude (Internal traits) which includes learners' ability or prior achievement, age and motivation; instructional factors which include quality and quantity of instruction modalities and environmental factors which have classroom practices, home affairs, peer influence and mass media (Rugutt & Chemosit, 2005); it shortly means relating to three parameters (The student, the way or process of learning and the learners' environment or surroundings) that motivate learning. All that is with serious linkage to handling study affairs and marriage responsibilities at once.

Marriage is not seen as an obstacle for a woman who has ambition to rise an educated family for future. In some cases, women pursue their education because it greatly aids in raising well-educated children. The simple image is that, the student wife is exposed to psychological stress due to her continuous attempts to balance her studies with meeting her household needs. However, the husband's support, cooperation, and understanding of her situation will alleviate this psychological pressure and provide her with more energy to face the challenges that may arise so all that can save time and effort. Of course, there could be negative impacts on her academic achievement and performance at the end of each semester or year, especially if she has children whom are

more attached to her than their father, no matter if one child or more but, the many children, the more stressed absolutely. The mother can manage this gap either with more patience or by delaying her homework, class assignments or memorization of every class's notes. However, this may hinder her graduation with classes due to childbirth and breaks in fluent semesters or the degree years.

Despite being aware of the additional responsibilities they will bear from balancing between study and marriage, many women choose to take on this challenge, driven by ambition and the desire to forward higher on the educational ladder. Simply from balancing household chores and taking care of a child with the demands of study, all requires a lot of determination and willpower, especially as the child's needs increase and requiring more attention, with this student mother being obligated to be close to them for longer periods. Despite the married student being conscious of the amount of effort she will have to expend, the decision to continue pursuing education, with all these circumstances and challenges, remains her choice.

Previous Studies and The General Comments

Some studies indicate that poor family harmony can result in individuals with low self-confidence, who are unable to take on the responsibility sufficiently and exhibit disturbed behavioral patterns. Poor family harmony and the resulting disruption in family relationships within and outside a family system can lead to behavioral patterns among children or parents that are contrary to societal goals and religious values. The increase in behavioral deviations and psychological disturbances of children is one of the direct results of poor family harmony. Family disintegration is particularly harmful to children when they are young. Below are additional background researches and studies that have been conducted regarding this issue:

Zhan et.al, (2022) conducted a study titled " Analysis of the Difference among College Students' Experience of Family Harmony Before and After COVID-19 Outbreak" aimed to explore some efficient differences regarding family harmony of college students who experienced COVID-19 outbreak. The sample consisted of (215) student, males were 96 and 119 females who were undergraduates at a university in Tianjin. The family harmony questionnaire was applied and the results showed, significantly, students' family harmony experience was worse after COVID-19 outbreak.

The research carried out by Zhao and Zhao (2022) with the title 'Impacts of Family Environment on Adolescents' Academic Achievement: The role of peers interaction quality and the educational expectation gap' used KHB test as well as had a research sample of (9,449) who were in the eighth grade. The research aimed to explore the mechanistic influence of the family environment on academic achievement of those adolescents. The research revealed that the family's environment and interaction of peers quality predict the academic achievement positively as well as the gap regarding educational expectation has more significant effects and moderates the effect of the role of family environment on the academic achievement also on the quality of peer interaction.

Dr. Ziad Barakat (2006) conducted a study titled Academic Adjustment Among Female University Students: A Comparative Study between Married and Unmarried Students in Light of Some Variables. He aimed to compare the ability of married and unmarried students to adjust academically and to examine the effects of variables such as place of residence, age, specialization and the cumulative GPA on adjustment. For this purpose, the researcher selected a sample of (190) female students, (100) were unmarried and (90) were married. One of the most significant findings was the presence of statistically significant differences in the ability to adjust academically between married and unmarried students, favoring married students, as academic adjustment is one of the most important aspects of adaptation that university students must strive to achieve.

According to Amel Kadhim Mira (2012) conducted research titled '*Family Atmosphere and Relationship to Academic Adjustment for Student at Baghdad University*' on a sample of 300 male and female students, aimed to identify the correlation between family atmosphere and academic adjustment, the academic adjustment scale as well as family atmosphere scale were used. The results indicated a positive and a significant

correlation between the research variables, students have good academic achievement as a result of the normal family atmosphere they live in.

According to Amal Al-Suwailem(2007) research titled 'Marital Adjustment and Its Relationship with the Academic Achievement of a Sample of Female Students at Imam Muhammad bin Saud Islamic University,' applied the research instruments to a total of (246) married female students and the purpose of the research was to determine the differences among married students who are well-adjusted then check whether such differences could also interpret to academic success. The key findings of the research included indeed existing averages in terms of the achieved academic performance of married students with varying degrees of marital adjustment, with more adjustment being associated with better performance.

Davood Dar (2004) conducted a research titled '*Study of The Relationship between Academic Achievement and Family Relationships of Secondary School Students*', which was carried out on a large sample (600) across the high schools in Baramulla district- Kashmir. The research aimed to analyze and evaluate the academic achievement dynamics along with the secondary school students' family characteristics. The results indicated a relationship between the relationship from multicultural perspectives between academic achievement and families' life aspects.

According to Moore (2003)'s research, aimed to explore the relationship between the family environment, academic performance, and academic adjustment. It involved a sample of (86) first-generation university students, the results showed a positive relationship between family support and both academic performance also adjustment. Additionally, it revealed statistical significant differences in the means of academic adjustment and performance (Moore, 2003).

According to Dr. Awatif Shawkat (2000) conducted research, which titled 'Academic Adjustment among Married and Unmarried Female University Students and Its Relationship with Personal Competence and Emotional Stability,' on a sample of (109) married and unmarried female students from both scientific and Arts departments at Ain Shams University, that in order for a married female university student to reconcile her academic life (as a student) during marriage (as a wife and a mother), this must possess certain psychological, social, and academic factors that, in turn, assists her successfully fulfill multiple roles. The research found that unmarried female students were more adjusted than the married ones.

A research conducted by Dr. John K. Rugutt and Caroline C. Chemosit (2005), the object was to examine the influence of student learning strategies, internet and campus technology, quality of instruction and overall college experience, and student-faculty interaction on student academic achievement. A structural equation approach was applied; in addition, (537) college seniors represented a mixture of traditional undergraduate curricula. The most significant finding of the research was that internet and campus technology, quality of instruction and overall college experience, and student-faculty interaction significantly predict academic achievement.

In an Arabic study conducted by Farouk Othman, (1975), titled 'A Study of the Relationship between General Anxiety and Laboratory Performance as well as Academic Achievement during University Stages', carried out on a sample of (200) male and female students with high and low academic achievement from the third year at the Alexandria University- Faculty of Education in both the Scientific and Arts departments to examine the effect of anxiety on academic achievement and to determine its impact on the performance and achievement of the university students, the results indicated statistical significant differences, demonstrating the effect of anxiety on academic achievement.

General Comments on The Previous Studies

Having analyzed the literature, the following critique seeks to examine consensus and differences in objectives, sample size, tools, and results to show how the current research is of scientific and theoretical significance within the contemporary context:

A. Objectives:

Some previous studies have focused on relationships between family harmony or psychological adjustment and one or more than one factor while others have explored relationships of academic performance/adjustment or academic achievement relating to other factors- these show an axial distribution of the variables.

B. Sample Size:

While analyzing previous conducted researches and studies, it is worth noting that the sample sizes were different depending on sampling method. The smallest samples sizes stood between 35 and 86 participants/students, while the largest varied between 600 and 9449 students.

C. Tools:

It is also noteworthy that the present research concurs with the past studies that it has adopted the use of questionnaires as a mode of data collection.

D. Results:

1. From all the above previous researches, there was a link between and among the various factors as well as the construct of academic achievement for ever married and never married female students.
2. A correlation exists between academic achievement and various factors such as perseverance, effort, self-efficacy, adjustment to the familial and other surrounding environments as well as psychological factors mostly as anxiety.

The Design of The Research Sampling

The method used is quantitative research method. The research scope covers married female at university degrees in Sakarya state and Aden city during the academic year 2023–2024. This research is likely investigating how the level of family harmony relates to the academic achievement of married female students. The dependent variable is academic achievement, that is what the research aims to observe as being influenced by the other independent variable- family harmony.

Population and sample of the research

As clear in table 1 below, the research population consisted of (150) married female students in 2023-2024 located in some faculties at the Turkish and Yemeni universities such as medical institutes, Medicine colleges (Human, dentistry and pharmacy). Architecture, Law and Economic sciences; in addition, Educational sciences faculty in Sakarya state, all in Serdivan, Khormaksar district-Aden in Yemen as well. The research sample covered the female students pursuing undergraduates (93) of the whole sample, graduates (35) students, postgraduates and PhDs (22) married female students. The sample was selected according to random sampling and research instruments were distributed in separately, with clarification that a bit more married female students' sample was selected (96) from Yemen for the reason that the phenomenon (Being married while university degree) takes place a little more commonly in Yemen than in Turkey according to more culturally conservative and tribal traditions.

Table 1: Participants Demographical Data

		N	(%)
Country	Turkey	54	36
	Yemen	96	64
Educational Status	Undergraduate	93	62.0
	Graduate	35	23.3
	PhD	22	14.7

The instruments of the research

Two instruments were applied to collect data, the researcher has taken permission from the scales' developers. Both questionnaires were run through Google forms in English and the Adapted version in Turkish as well using the page translation button to clarify if difficult as well as the researcher welcomed through her email any questions or clarification in case of not clear points. Scales used were Family Harmony Scale (FHS-24) and ALAS. In addition, participants were asked to enter their current CGPA, major, year of study and the number of courses failed (if any).

- Family Harmony Scale (FHS-24): This questionnaire was developed by Sushma Kavikondala, Sunita M Stewart, Michael Y Ni, Brandford H Y Chan, Paul H Lee, Kin-Kit Li, Ian McDowell, Janice M Johnston, Sophia S Chan, T H Lam, Wendy W T Lam, Richard Fielding, Gabriel M Leung (2016), as stated by them that "Article presents the development and psychometric examination of the Family Harmony Scale (FHS), an indigenously developed 24-item instrument tapping family harmony distributed for 17,461 Hong Kong residents from 7,791 households. A higher-order model with 1 second-order factor and 5 first-order factors fit the data well and showed factorial invariance across sex and participants in different family roles". The FHS consists of 24 items with five dimensions (Family, family pride, family aspirations, family name, family contentment). The answer is through 5 choices and scoring takes a place from one to five 1=Strongly agree, 2=Agree, 3=Neutral, 4= Disagree, 5= Strongly disagree. The scale demonstrated acceptable test-retest reliability, high internal consistency, and good convergent and discriminant validity indicating that the questionnaire has a negative correlation with the depressive symptoms regarding the general function of the family as well as individual risk factors and the reliability was at a good level; in addition, the stability of cross-time is generally good.

Scale correction method:

takes a path similar to that followed by the developers of the scale so that the results are interpreted in a consistent manner as follows:

Table 2: Arithmetic Mean Averages and Adopted Correction of the Family Harmony Scale

Choice	Scoring statement	Number of responses	Mean range
1	Strongly agree	79	(3.92 - 4.45)
2	Agree	52	(2.94 - 3.91)
3	Neutral	11	(1.96 - 2.93)
4	Disagree	6	(0.98 - 1.95)
5	Strongly disagree	2	(0 - 0.97)

In table 2, it is clear that the arithmetic mean (3.92 - 4.45), which is *strongly agree* reflects family harmony in a very significant manner while the decimal range (2.94 - 3.91) for *agree* reflects a large average of family harmony as well as (1.96 - 2.93) for *neutral* which reflects the harmony in an average manner and the arithmetic mean (0.98 - 1.95) *disagree* expresses a small range of family harmony, *strongly disagree* means that there is little family harmony (0 - 0.97).

The Psychometric characteristics of the scale:

family harmony scale-24 applies suitably to a little different environment of the original developers in Southeast of Asia so, in order to ensure the validity and reliability of the tool further, and because Yemeni society is characterized by a noticeable difference in cultural, social, economic and educational characteristics, as well as the Turkish society is, it's clear and advisable to re-analyze the statistical aspect of the validity and reliability of the same scale.

Reliability (Internal Consistency):

To verify the validity of the construction of the family harmony scale, it was applied randomly to a non-basic sample consisting of (78) married students then calculated the correlation coefficient "Pearson" between the degrees of the dimensions of the scale and the total scores, as follows:

Table 3: The Correlation Coefficients Between the Dimensions of the Scale with the Total Score and Each Other

Dimensions	Family	family pride	family aspirations	family name	family contentment	Total Score
Family	-	**0.95	*0.97	**0.97	**0.98	**0.90
family pride		-	**0.95	**0.93	**0.93	**0.97
family aspirations			-	**0.95	**0.95	**0.99
family name				-	**0.97	**0.98
family contentment					-	**0.98

N=78

** The correlation is significant at 0.01 * The correlation is significant at 0.05

Table 3 shows that the correlation coefficients between the overall scale score and the dimensional scores are all a function at (0.01), reflecting a high validity of the scale.

Reliability of the tool:

Cronbach's alpha was calculated for the same sample and obtained the following results:

Table 4: Dimensional validity of the family Harmony scale

Dimensions	validity of the internal consistency
Family	0.78
family pride	0.62
family aspirations	0.74
family name	0.75
family contentment	0.78
Dimensions	0.94

As it may be noticed in table 4 that the validity of the internal consistency is considered high, the whole scale's validity is (0.94) that the Dimensions of Family and the family contentment are equally validated (0.78) then family name is validated (0.75). In addition, family aspirations (0.74) with finally validation which is considered acceptable stands for the dimension family pride with (0.62).

- Academic Life Assessment Scale (ALAS): similarly, the research instrument for the dependent variable (Academic achievement) is a questionnaire originally designed by the researchers Santos, A., Queluz, F., Gallo, A., Veiga, T. (2020). It was conducted in a research titled "Academic Life Assessment Scale (ALAS): A new factorial structure", comprises of 23 items organized through three factors as follows: (Student's Ability, items: 4, 6, 7, 8, 10, 11, 12, 15, 16 and 20) and (Involvement in Non-compulsory Activities, items: 1, 5, 9, 19, 21 and 22) as well as (Commitment to the Course, items: 2, 3, 13, 14, 17, 18 and 23), The reversed Items: 2, 6, 9, 11, 13, 18, 19 and 22. The grading of the positive items is: Completely Disagree as well as Completely Agree. The correlation coefficient between these factors is calculated and modified by the Pearson coefficient ($\rho = 0.30$) and correlated positively weak. In addition, the Cronbach's alpha ($\alpha_{\text{total}} = 0.81$) which is considered high. These versions have been used as they are because life situations in Turkey and Yemen are similar. As a result, no more cultural adaptations have been done for ALAS as even Yemeni students speak English well based on the clarifications from the married female students themselves.

Statistical methods and comparison regarding the educational status

This research basically aims to determine the relationship of family harmony and academic achievement among married female students. After data collection, it was statistically processed through (IBM SPSS Statistics 24). The results of the research are presented as follows: analyzing and exploring the research questions, Skewness and kurtosis values, the mean and VIF(Variance Inflation Factor) which expresses the collinearity statistics. As in table 5, the score of the mean regarding the (FHS-24) is 117.17 and the mean for the questionnaire measuring ALAS is 103.99, (VIF = 1.572) refers to a fine multicollinearity regression with a moderate statistically significant positive relationship between the two variables($r=.603$; $p<0.05$).

Table 5: Descriptives

Questionnaires	N	$\bar{X}$	R	P	VIF	Skewness	Kurtosis
FHS-24	150	117,17	,603	,000	1,572	-,732	1,598
ALAS	150	103,99				-,493	3,129

To prove if the set hypothesis are proven positively or not, the standard deviations as well as the hundred percentage of the general mean for the whole and dimensional scores of the FHS-24 were analyzed as:

Table 6: Standard deviations, Means and the hundred percentage of FHS-24 whole ad dimensional scores

Order	Dimensions	%					$\bar{X}$	Sd.
		Strongly agree	Agree	Neutral	Disagree	Strongly disagreed		
1	Family	35.7	7.01	11.51	3.5	33.0	18.144	16.88
		42.71			36.5			
4	Family pride	38.06	6.23	5.30	3.70	19.70	14.598	6.28
		44.29			23.4			
5	Family Aspiration	36.03	8.3	4.2	2.1	15.90	13.306	5.10
		44.33			18			
3	Family name	50.10	2.3	10.0	1.4	15.15	15.79	9.99
		52.4			16.55			
2	family contentment	20.05	11.70	14.66	9.3	29.06	16.954	18.70
		31.75			38.36			

As noticed in table 6 the first dimension has come first as a proof that family is a value of all participants with a mean (18.144) which also indicates a moderate variation, then family contentment dimension (16.954) with the highest standard deviation which is considered a very high for the items of this dimension, that leads to the idea of married female students strive to a balanced familial life costing them a sword effort as students and wives with family duties and responsibilities. The later dimensions come with considerable close low means which finally lead to a result of a consistency of the sample's answers to the items of the FHS-24's dimensions. The same analyzation process for ALAS has been applied as in table 7 below:

Table 7: Standard deviations, Means and the hundred percentage of ALAS scores

Order	Dimensions	%								Mean	Sd.
		Strongly Agree	Slightly Agree	Neutral	Disagree	Disagree Quite a Bit	Disagree Slightly	Slightly Reject	Strongly Disagree		
1	General Academic Skills	19.30	29.19	8.70	19.0	15.10	9.89	5.22	2.29	13.59	7.12
		48.49			34.1			7.51			
4	Interior motivation/ self-confidence	2.82	3.92	19.25	7.18	7.1	4.28	9.33	19.52	9.175	3.98
		6.74			14.28			28.85			
10	Teachers' expected affection	4.2	1.5	5.5	6.3	2.19	1.00	3.13	17.10	5.80	6.52
		11.2			8.49			20.23			
8	Concentration	8.2	4.5	9.2	8.09	8.1	5.14	6.2	14.7	6.553	2.8
		7.3			16.19			20.9			
7	Exterior Motivation/ Receiever	11	4.51	12.3	7.7	4.3	9.2	3.24	1.25	6.685	6.2
		15.51			12			4.47			
5	Social Connection	2.11	1.14	1.2	7.2	19.2	13.8	14.99	8.02	8.457	9.36
		3.25			26.4			23.01			
2	The Decision of handlind a Career	6.2	6.7	18.95	5.16	42.4	5.96	4.3	8.62	12.286	4.48
		12.9			47.56			12.92			
3	Non-anxious state	28.47	9.1	3	7.2	4.3	17	22	5.96	12.128	2.7
		37.57			11.5			27.96			
6	Personal Adjustment	15.3	1	3.8	9.56	8.1	6	2.4	7.5	6.707	10.5
		16.3			17.66			9.9			
9	Exteri /Current Motivation	12.3	9.2	8.2	7.5	2.4	2	1.4	5.8	6.1	3.4
		21.5			9.9			7.2			

In table 7 it is noticed that the *General academic skills* is the first dimension with a Mean score(13.59) and a standard deviation (7.12) that is considered moderate, it leads to the idea that married female students are motivated with the current and interior or external factors which could be the close family atmosphere. The rest dimensions are close regarding means scores which reflects that they can overcome the circumstances that the ALAS items clarify as 10 dimension. The *Teachers' expected affection* is the last dimension with a mean score(5.80), which clarifies married female students can well-manage their efforts during the educational process. As a result, the major differences among the levels of married female students emphasize a well clarification regarding their academic achievement, so academic achievement was operationalized as the students' self-reported Cumulative Grade Point Average (CGPA) from the previous semester. To ensure validity, participants were asked to upload an unofficial transcript or a photo of their grade report, which was cross-referenced with their reported CGPA

Discussing the research results

Married female students completed the standardized questionnaires of FHS-24 and ALAS based on what was stated in the research problem, questions and hypothesis as well as their GPA were in consideration for more reliable results.

Table 8: Grade distribution

Academic Metric	M	Sd
CGPA (out of 4.0 or 5.0)	4.2	0.46
Family Harmony Score	29.5	6.2

In table 8 a Pearson correlation revealed a significant positive relationship between family harmony and CGPA, $r(150)= 4.2, p<.001$.

Table 9: Comparison of questionnaires regarding the students' educational levels categories

Questionnaires	Category	N	$\bar{x}$	T	F	P	Difference
FHS-24	Undergraduate(A)	93	115,57				
	Graduate(B)	35	119,60				
				1,519	,449	,639	C>B,A
	PhD(C)	22	120,05				
ALAS	Undergraduate(A)	93	104,09				
	Graduate(B)	35	106,60				
				-1,336	,659	,519	
	PhD(C)	22	99,45				

In table 9 above, based on the educational status level, the FHS-24 average and ALAS scores have significant statistical differences ($p>0.05$). Students with PhD are with the highest average score regarding the FHS-24 ($\bar{x} = 120.05$); however, with the lowest average regarding the ALAS ($\bar{x} = 99.45$) then the graduates have the highest level ($\bar{x} = 106.60$) regarding the ALAS. At both scales, married female students at university degrees have quiet little differences which reflect their close and similar family adjustment levels.

Generally, the whole data anlyzation emphasizes that the set hypothesis are proven positively, that there are statistical relation among the two variables($r=0.603$; $p<0.05$) with a presence of precise linear regression, the whole sample shows moderate levels of family harmony with mean scores refers to close levels of academic achievement. In addition, as approved, there are statistical positive differences regarding the FHS-24 among the two research variables. Female students who reported higher family harmony also maintained significantly higher CGPAs. This suggests that a supportive home environment may buffer academic stress, particularly for university women who face competing domestic and academic roles.”

After all, this as well, reflects the answer the research question. That similarly as same as the research of Rakaban et al., (2020)titled "Marital harmony and relation with academic motivation of the university female students" aimed to explore the relationship between the academic motivation and the familial harmony and resulted with a statistical differences among the same variables in relation with the husband's career conditions. These key points can be clarified as:

- Impact of Family Harmony on Academic Achievement: The research probably considers the relationship between family harmony levels of married female students with the academic achievement. Family harmony is a term used to describe the supportive, cohesive, and peaceful relationship at homes where emotional stability is provided and stress is reduced. Improved academic performance and attainment are likely related to high levels of family harmony.
- Challenges Encountered by Married Women Students: Balancing academics and at the same time meeting for-family duties can be problematic for married female students, it is considered a double role. The research reveals that lack of harmony among students' families results in difficulties related to time management, emotional stress, or financial constraints that have a negative impact on academic performance or achievement.
- Correlation between Family Support and Academic Achievement: Support that comes from the family members toward each other, especially spouses then other relatives. It shows that, in this research area, married female students are likely to succeed academically if they have strong support coming from their partners(spouses), more than from friends.
- Variation Across University Degree Levels: It investigates whether the impact of family harmony on scholastic achievement varies across the different university degree levels (Undergraduate, graduate, and doctoral levels). As stated in the results, perhaps students pursuing higher degrees are under more stress because of advanced study levels than those studying for lower degrees, at the end of the day,

making harmony is more essential to sustain academic performance for those whom pursue their graduates.

- Psychological Well-being as a Mediator: Being closely related to family harmony, psychological well-being might act as a mediator in the academic success of married female students. The presence of a harmonious family atmosphere enhances better mental health; in its turn, has a favorable impact on academic involvement and performance that results in proper academic achievement.

Limitations

This research's basic limitation was the very few sample of married female students compared to the unmarried females in universities; in addition, the only selection of one of the two genders (no married male students in the sample) made it a little bit challenging that the other gender (males) could be with more support for the research data. Although the implication with the findings in which can accurately apply to the married female students in other figured universities, these results only may represent the specified nations. As a result, further researches covering some other universities and institutions are absolutely highly recommended.

Recommendations

Taking into consideration the results of the current research and with respect to the research's problem, its importance and theories, the researcher puts forth viable suggestions regarding married female students' issues. These recommendations could be beneficial in endeavors in family engagements, minimizing family stress and enhancing healthier and effective perspectives towards life. Those recommendation can be focused on the universities managing these areas that lead to motivate the seekers for learning by establishing positive reinforcement educational systems, for example, awarding the most creative married female student regarding performance and academic achievement especially with gifts and bursaries to raise the psychological wellbeing through the university degree levels. Providing some co-curricular tasks and learning sessions that can exempt the married female students from being in classes all the year and integrate their children with as life skills and well raising. In addition, to improve the academic performance toward stronger policy implications leading to higher academic achievement, it is suggested focusing on the necessity for university social and psychological support services and programs tailored to the super and even normal challenges of married female students - such as counseling and psychological services that must address family-related popups or stressors and academic support or assistance programs mapped to help students control and balance the dual responsibilities. It may come through developing of initiatives that will assist men appreciate what their student-wives go through, academically, by making it easy for the university to engage and communicate with the husbands.

The government educational system should track and follow up universities married students' academic achievement and link it with their children academic performance through professional up-skilled development programs, considering the statistic that a child is mainly brought up by a mother, it is critical to direct her as a mother and a student in order to shape the family toward positivity, growth of the family and happiness and satisfaction of the members of the family. In turn and for importance, it is needed to sensitize children regarding the important instructional concepts whenever their student-mother departs for college.

Finally, organizing training, educational, and cultural workshops to share positive experiences among married students, allowing them to exchange their experiences and circumstances and potentially inspire other married students who have discontinued their studies to resume them, that can be through utilizing media to highlight the experiences of the most successful married female students with the highest academic achievements, whether at the university, city, or the national level as well as honoring them to celebrate their efforts in advancing both academically and professionally. Literately and for future researchers, some other need variables such as age, number of children, employment status, or socioeconomic background—all of which likely influence both family harmony and academic achievement are suggested to account for to enhance the scientific libraries with more data regarding these two important variables.

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Author information

ORCID 

Arwa Omairan: [0000-0001-8166-8915](https://orcid.org/0000-0001-8166-8915)

مقالة بحثية

التوافق الأسري لدى الطالبات المتزوجات وعلاقته بإنجازهن الأكاديمي خلال مراحل الدرجات الجامعية

أروى عميران^{1*} ¹ علم النفس العام، جمعية علم النفس الأمريكية، واشنطن

* الباحث الممثل: أروى عميران، البريد الإلكتروني: arwasalem990@gmail.com

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المُلخَص

يهدف هذا البحث بشكل أساسي إلى إظهار أو الكشف عن العلاقة بين التوافق الأسري والإنجاز الأكاديمي لعينة (150) طالبة متزوجة واللاتي تم اختيارهن عشوائياً ويدرسن في جامعة سكاريا وجامعة سكاريا للعلوم التطبيقية في تركيا وجامعة عدن - اليمن. ولتحقيق أهداف البحث، تم استخدام استبيانين؛ مقياس التوافق الأسري (FHS-24) ومقياس تقييم الحياة الأكاديمية (ALAS). وتم تطبيق أسس المنهج الكمي، وعمل تحليل لبيانات البحث بناءً على ذلك. أكدت النتائج أن التوافق الأسري والإنجاز الأكاديمي يتأثران بشكل إيجابي ببعضهما البعض ولهما ارتباطاً ذو دلالة إحصائية، بحيث تشير مستويات التحصيل الأكاديمي الأعلى أو الأدنى عادة إلى نفس المستوى من التوافق الأسري بين الطالبات المتزوجات والعكس صحيح بشكل عام وأيضاً بناءً على درجتهم العلمية. وبناءً على النتائج المذكورة أعلاه والتي تثبت العلاقة بين التوافق الأسري والإنجاز الأكاديمي توصي الباحثة بتقديم الكثير من الدعم النفسي والأسري والتعليمي للطالبات المتزوجات داخل المؤسسات التعليمية وخارجها. أيضاً يُوصى بإجراء المزيد من البحوث المستقبلية والموسعة لتوفير فهم أفضل لهذه الجوانب ولكل احتياجات ومسؤوليات وواجبات الطالبة المتزوجة كعضو أساسي مهم في المنظومة الأسرية.

الكلمات المفتاحية: التوافق الأسري؛ الطالبات المتزوجات؛ الإنجاز الأكاديمي.

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